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ABSTRACT

The Maryland Accountability Program Annual Report has been developed as a reference document on test data for the public. It provides a survey both of test results and of the progress being made by students attending Maryland public schools in grades 3, 5, and 8. The 1980-81 report is divided into three chapters. Chapter 1 defines educational accountability and introduces the reader to the Maryland Education Accountability Program -- past, present, future. Chapter 2, "Quality Indicators in Maryland Public Education," surveys the status of the state and local school system accountability programs, including a school-by-school summary of test results. Chapter 3, Special Program Areas highlights some of the major educational endeavors being implemented by the state. Other sections include Public Law 7-203 -- the Maryland Education Accountability Program; the statewide goals in reading, writing, and mathematics; a description of the assessment instrument used to measure academic achievement; and information on how to convert grade equivalent scores on the California Achievement Tests to analogous grade equivalent scores on the Iowa Tests of Basic Skills. (Author/PN)

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MARYLAND ACCOUNTABILITY TESTING PROGRAM ANNUAL REPORT



MARYLAND STATE DEPARTMENT
OF EDUCATION
1980-81

TM 830 541

MARYLAND ACCOUNTABILITY TESTING PROGRAM ANNUAL REPORT

PREPARED WITH THE ASSISTANCE OF WESTAT
JUNE 1, 1982



MARYLAND STATE DEPARTMENT
OF EDUCATION
1980-81



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STATE SUPERINTENDENT

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June 1, 1982

To the Honorable Harry Hughes and Members of the General Assembly:

This is our first annual report on Maryland's Educational Accountability Program (MAP) using the California Achievement Tests (CAT) submitted in compliance with the Annotated Code of the Laws of Maryland, §7-203.

We are encouraged with the test results shown for school year 1980-81 and the acceptance and use of information contained in this report.

The development and operation of the MAP, and the publication of this report, would have been difficult without extensive efforts by state and local educators. To all concerned, especially teachers and other school level staff, we extend our thanks.

Sincerely,

DAVID W. HORNBECK
State Superintendent of Schools

DWH:jes

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MSDE
June 1982

MARYLAND ACCOUNTABILITY
PROGRAM ANNUAL REPORT SUMMARY

The Maryland Accountability Program (MAP) Annual Report has been developed as a reference document on test data for the public. It provides a survey both of test results and of the progress being made by students attending Maryland public schools in grades 3, 5, and 8.

Some of the features of the 1980-81 report are:

Chapter 1. The Maryland Education Accountability Program

This chapter defines educational accountability and introduces the reader to the Maryland Education Accountability Program -- past, present, future.

Chapter 2. Quality Indicators in Maryland Public Education

This chapter surveys the status of the state and local school system accountability programs, including a school-by-school summary of test results.

Chapter 3. Special Program Areas

This chapter highlights some of the major educational endeavors being implemented by the state.

Other sections include Public Law §7-203 -- the Maryland Education Accountability Program; the statewide goals in reading, writing, and mathematics; a description of the assessment instrument used to measure academic achievement; and information on how to convert grade equivalent (G.E.) scores on the California Achievement Tests (CAT) to analogous G.E. scores on the Iowa Tests of Basic Skills (ITBS).

STATEWIDE TEST RESULTS

The California Achievement Tests, administered for the first time in the fall of 1980, replace the ITBS as the standardized achievement tests used to meet the 1979 legislative mandate under Public Law § 7-203 -- Education Accountability Program.

In this report, basic skills areas for three grade levels are covered, along with average G.E. scores. Included are reading comprehension, language, and mathematics scores for grades 3, 5, and 8.

The following major findings from analyses of the statewide results indicate how well the participating Maryland pupils did in the fall of 1980, compared with the 1976 national norm sample for these grades:

- The Maryland third grade equivalent results show that our students performed slightly below the national norm sample students. In reading comprehension, Maryland third graders scored 3.0 (3.3 for national norm); for the language total subtest their grade equivalent score was 3.3 (3.4 for national norm); and in mathematics, it was 3.0 (3.1 for national norm).
- The Maryland fifth grade scores, however, are at or above the national norm scores. Maryland fifth graders equaled the national norm on reading comprehension (5.5) and on mathematics (5.3). At 6.0, they scored higher in language skills than the national norm students (5.6).
- Eighth graders in Maryland exceeded the national norms on all three tests. For reading comprehension, their score was 8.6 (8.4 for national norm). With a G.E. of 8.6, they scored above the national norm (8.3) in language skills. In mathematics their score of 8.6 also topped the national norm (8.5).

Maryland G.E. scores across the three grades increased appreciably in relation to the analogous national norm scores for these grades. By the eighth grade, Maryland students were performing significantly better on all three subtests than their national norm counterparts.

RECOMMENDATIONS

On the basis of these results and other information the following recommendations are made:

- That trend data on the CAT be collected over time and displayed in subsequent MAP reports.
- That a supplement to this MAP report be produced for school years 1981-82 and 1982-83 that will include the following district and school level data: number tested, mean scaled scores, and standard deviations.

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CHAPTER 1

INTRODUCTION

This report is the principal instrument for the disclosure of information about goals in public education and progress towards those goals. It is directed to the Governor and the General Assembly, as required by the Maryland Education Accountability Law. Chapter 1 explains the concept of educational accountability and provides background information about the Maryland Education Accountability Program.

1.1 The Definition of Accountability

Simply stated, educational accountability is an attempt to measure, disclose, interpret, and improve results achieved by public school education programs. Its purposes are (1) to promote an understanding of the relationships among the quality of education, the characteristics of educational settings and programs, the processes of education, plus needed and available human and material resources; and (2) on the basis of this understanding, to make improvements in the educational system.

1.2 The Law

During the 1972 session of the Maryland General Assembly, Article 77, Section 28a, of the Annotated Code of the Laws of Maryland was passed. The law was called the "Educational Accountability Act." Since 1978, however, with the restructuring of the Annotated Code, this same law has become known as §7-203, the Education Accountability Program (see Appendix A).

The program provides for the establishment of a state-wide accountability system to assure that educational programs lead to the attainment of established goals and objectives (see Appendix C) and to provide information for an analysis of the differential effectiveness of instructional programs.

The program requires: (1) a school-by-school survey of the current status of student achievement in relation to established objectives; (2) the development of programs by each school for meeting its own needs; and (3) the establishment of evaluation procedures for determining the effectiveness of these programs. Regular re-evaluation of programs, goals, and objectives also is stipulated.

Beginning in January 1975, a yearly report must be submitted by the State Superintendent of Schools to the Governor and to the state legislature. This report of norm-referenced test results must include, but not necessarily be limited to, the progress made by the Maryland State Department of Education, by the local school systems, and by each individual school toward the achievement of their respective goals and objectives. Also included should be recommendations for legislation deemed necessary to improve the quality of education in Maryland. This Maryland Accountability Program Report for school year 1980-81 is directed to meeting this legislative mandate.

1.3 Maryland State Board of Education Policy

The Maryland State Board of Education established appropriate policy in response to the accountability legislation enacted by the Maryland General Assembly and the expressed instructional program needs across the state. On the basis of this policy, the State Board of Education determined that educational efforts in

assessment for accountability purposes should concentrate on the basic learning skills of reading, mathematics, and writing and on the life skills of citizenship, survival, and work.

Following the specification of desired educational goals in each of these areas, an accountability assessment system should measure student achievement relative to each goal and should provide an analysis of the achievement results related to other variables which may be of interest to the State Board of Education.

1.4 Characteristics of the Maryland Education Accountability Program

Simply stated, the Maryland State Department of Education (MSDE) views educational accountability as an attempt to explain the results achieved by public school programs. Accountability promotes an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, makes improvements in the educational system.

More specifically, Maryland's education accountability program has four basic characteristics. First is its positive emphasis. It enables a determination of which programs are effective and which are not. Elimination or modification of the ineffective programs and wider dissemination and usage of the effective ones then can lead to general improvement of educational programs and opportunities for all students.

Second, the education accountability program is more than a testing program. A testing program logically can be a part of an accountability program, but it is by no means the whole program. It is more important that test results be interpreted in terms of local objectives and not solely in terms of national norms.

Gradual and deliberate movement into an accountability system is the third characteristic of the Maryland program. Rather than attempting to develop a complete and exemplary program quickly, Maryland's goal has been to progress carefully from the basic elements into a complete program.

Finally, there is the reciprocal nature of accountability; that is, an accounting is demanded of all personnel, not just of teachers. Teachers can achieve most effectively when supplied with adequate and appropriate resources, constructive working conditions, and effective and supportive school administrators. Accountability for providing teachers with these resources, support services, and conditions falls on individuals (at all levels) who are outside the classroom.

1.5 Program Implementation

The state plan for the implementation of the education accountability program is part of Maryland's comprehensive program assessment plan for school year 1980-81, which is described in The Maryland State Department of Education Assessment Program: Resource Paper No. 3. This plan was designed both to establish an integrated statewide testing program and to facilitate the development of the Project Basic graduation prerequisites. Specific details and responsibilities for administering the program are found in the Maryland Accountability Coordinator's Handbook.

In the plan adopted by the Maryland State Board of Education in 1979 (and revised in 1982), the norm-referenced tests selected for accountability purposes (the California Achievement Tests) are combined with the criterion-referenced tests for basic skills (the Maryland Functional Reading Tests [MFRT]; the Maryland Functional Mathematics Tests [MFMT]; and

the Maryland Functional Writing Tests [MFWT]) and the Maryland Life Skills Tests (Citizenship, Survival, and Work) into a state-wide assessment strategy for the 1980s. This assessment strategy will serve the following purposes:

1. To provide local school systems with diagnostic information about the effectiveness of selected parts of their instructional programs;
2. To certify student acquisition of graduation prerequisites in basic skills (reading, mathematics, and writing) and life skills (citizenship, survival, and work);
3. To explain the results achieved by public school programs; and
4. To promote an understanding of the relationship between the quality of education and available resources and, on the basis of that understanding, to make educational improvements.

1.6 The Norm-Referenced Component of the Maryland Education Accountability Program

On September 26, 1979, the Maryland State Board of Education adopted Resolution 1979-46: Maryland State Department of Education Assessment Program for Students (see Appendix B). That resolution specified, among other items, that the state will use the California Achievement Tests (CAT), published by CTB/McGraw-Hill and copyrighted 1977, 1978, as the state norm-referenced tests beginning in the 1980-81 school year. Levels 13C (grade 3), 15C (grade 5), and 18C (grade 8) are to be used for accountability testing. The complete CAT battery of tests for each level is available. However, the state reporting requirements are limited to the following subtests: reading comprehension, language total, and mathematics total.

1.6.1 Selection of the California Achievement Tests

Major reasons for selecting the California Achievement Tests were:

1. The CAT was the choice of the Advisory Task Force on Statewide Assessment over other norm-referenced tests because it met the nine selection criteria used at that time:
 - Accepted standards of validity and reliability;
 - The relationship of the content of the test to instructional goals and objectives of the state and local school systems;
 - The ability to utilize data generated by the tests to shape instructional decisions for groups of 30 or more;
 - The tests' norming population characteristics, as compared with known characteristics of Maryland students;
 - Demonstration of the tests as being non-discriminatory toward blacks and other minorities;
 - The ability to approximate criterion-referenced scores from norm-referenced test scores;
 - The willingness of the test publisher to provide customized scoring services;
 - The possibilities offered for out-of-level testing; and
 - The differential cost of each alternative test.
2. The CAT closely matches the curriculum programs of the local education agencies (LEAs¹) and MSDE goals, competencies, and objectives;

¹LEA refers to county and city school systems.

3. These tests were already in use in several LEAs in Maryland; and
4. Maryland students from Baltimore City and other areas participated in their initial norming.

1.7 Administrative Responsibility for the Maryland Education Accountability Program

The responsibility for carrying out the program rests with all levels of the professional education community. It is necessary that the teachers, supervisors, and administrators be cognizant of the responsibilities at each level so that expectations are clear to all participating personnel.

Responsibilities at the state level include overall planning and coordinating of the program; providing support and assistance to school systems and reporting assessment data; providing the legislature with a report based on Maryland Accountability Program results; implementing accountability legislation; developing a structure for receipt, storage, and security of MAP data; and providing school systems with criteria for identifying pupils to be excluded from the MAP.

The responsibilities for administration of the MAP program at the school system level reside with local accountability coordinators, school principals, and teachers. Such a delineation of responsibility is an attempt to ensure that the administration of the CAT and other statewide tests is carried out under uniform conditions and that results are reported systematically and consistently.

The rationale for accountability and assignment of functions should be to maintain, and not alter, the model system of public education established in Maryland in past years. For

many years Maryland has enjoyed a healthy balance of state and local responsibility for education. Local initiative, along with good financial equalization aid, has been fruitful for public education in Maryland. This balance between state and local responsibility should not be destroyed, but rather should be recognized and fostered in the interpretation of the accountability legislation.

1.8 Maryland's Future in Accountability

The outcomes of educational accountability will be evident in Maryland's public schools when the following conditions have been met: (1) the state goals of education reflect the educational needs and interests of the population; (2) current student status, recent progress, and needed improvement in each goal area are matters of public record, and specific objectives for improving the current status have been adopted; (3) process evaluations of exceptional programs have been instituted; and finally, (4) programs to achieve specific objectives have been implemented.

CHAPTER 2

QUALITY INDICATORS IN MARYLAND PUBLIC EDUCATION

Introduction

In the fall of 1980, third graders, fifth graders, and eighth graders took the reading comprehension, language total, and mathematics total subtests of the California Achievement Tests, Form C (CAT-C). Approximately 54,000 students in each of these grades participated. Along with a number of additional statistics, school, local education agency (LEA), and state average grade equivalent (G.E.) scores are presented in the tables of this chapter of the Maryland Accountability Program Report. G.E. scores are presented for subtests in three important skill areas -- reading comprehension, language, and mathematics.

Two levels of data for each local school system are presented in the report. First, results expressed in G.E. scores are presented for each LEA. Second, 1980-81 achievement averages for each participating school in the system are presented in Table 1. (State level G.E. scores for 1980-81 are shown on page 14.)

Characteristics of Public Schooling in Maryland

During the 1980-81 school year, public education was the primary activity of nearly 1,000,000 persons in the State of Maryland. This figure included the 750,776 pupils enrolled in our primary and secondary schools, together with a total instructional staff of 48,200. This means that in a state with 4,172,000 people, one of every four persons was directly involved in the

educational process, not counting the parents, who are concerned with and involved in their children's education.

Community, school, and financial characteristics together give an overall impression of the eight accountability years. It is both interesting and instructive to look at 1980-81's figures in relation to analogous figures for the previous accountability years (see Table 2-1). As this table indicates, a number of interesting trends may be identified:

1. School enrollment over the years has declined.
2. The percent of daily attendance from 1974-75 through 1980-81 has remained essentially stable.
3. The pupil-staff ratio has seen a consistent decline toward an optimally effective ratio.
4. Teacher and administrator salaries have increased.
5. Teacher and administrator qualifications have steadily improved in terms of experience and professional education.

How does Maryland compare to other states? Each year, the National Center for Education Statistics (NCES) in the Department of Education publishes its Digest of Education Statistics. According to the 1980 edition of this publication, Maryland compares favorably with the other states in the following educational and financial areas:

1. The median number of school years completed by Maryland persons 18 years or older is slightly higher (12.6 years) than that of the United States as a whole (12.5 years), according to the Bureau of Census, Current Population Reports, Series P-20, No. 334.

TABLE 2-1. STATE LEVEL -- COMPARISON OF EDUCATION CHARACTERISTICS, BY SCHOOL YEAR

School year	Total enrollment (number)	Average daily attendance (percent)	Average pupils per staff member (number)
1973-74	911,097	92.3	19.6
1974-75	894,314	92.0	18.8
1975-76	880,900	92.2	18.4
1976-77	860,779	92.7	17.9
1977-78	836,807	93.4	17.6
1978-79	809,933	93.2	17.2
1979-80	777,725	93.3	17.4
1980-81	750,776	92.0	16.4

School year	Average salary (dollars)		Average years of experience		Staff with master's degree or above (percent)
	Teachers	Administrators	Teachers	Administrators	
1973-74	\$11,164	\$19,097	9.7	20.1	24.5
1974-75	\$12,352	\$20,837	9.9	20.2	26.6
1975-76	\$13,363	\$22,171	10.2	20.3	28.8
1976-77	\$14,203	\$23,640	10.6	20.3	31.5
1977-78	\$15,228	\$25,029	10.6	20.4	35.1
1978-79	\$16,209	\$26,255	10.9	20.3	36.5
1979-80	\$17,685	\$28,693	NA*	NA	41.7
1980-81	NA	NA	NA	NA	43.0

*NA = Data not available.

2. The percent of persons in Maryland extending their education beyond college is the second highest in the nation (6.6 percent), after the District of Columbia (9.7 percent) (1970 Census data).
3. Illiteracy in Maryland (0.9 percent) is well below that of the U.S. (1.2 percent), according to the Bureau of the Census, Statistical Abstract of the United States, 1975.
4. Measured in percent of per capita income (8.1 percent), Maryland spends more than the U.S. (7.4 percent) on the education of its youth (U.S. Department of Commerce, Bureau of Economic Analysis, Commerce News, 1979).
5. The average daily attendance in Maryland, as a percent of the average daily enrollment (92 percent), is slightly below that of the U.S. (93 percent), while Maryland's average length of term in school days (181.4) is longer than that for the country as a whole (178.3), according to the 1980 Digest of Education Statistics.
6. The average annual salary of Maryland's instructional staff (\$17,930) compares favorably with that of the U.S. (\$16,035), according to the 1980 Digest of Education Statistics.

In general, Maryland's schools and educational finance, in comparison with the U.S. as a whole, give no cause for alarm or discouragement. On the contrary, in most of these areas Maryland takes a strong and healthy position among its sister states.

MARYLANDState Level Test Results

Table 2-2 shows, by grade level, the state average grade equivalent (G.E.) scores on selected subtests of the California Achievement Tests (CAT). These average grade equivalent scores were computed from student data.

Test score data obviously differ from the data on educational characteristics presented in Table 2-1. The expenditures of resources shown in this table constitute measures of input to education, while test scores constitute one measure of outcome. These two types of data must be interpreted differently.

STATE OF MARYLAND

TABLE 2-2. STATE LEVEL -- AVERAGE GRADE EQUIVALENT SCORES FOR CAT SUBTESTS (READING COMPREHENSION, LANGUAGE TOTAL, AND MATHEMATICS TOTAL), 1980-81

Grade	California Achievement Test		
	Reading comprehension G.E.	Language total G.E.	Mathematics total G.E.
3	3.0	3.3	3.0
5	5.5	6.0	5.3
8	8.6	8.6	8.6

Interpretation of test scores is facilitated if they are thought of as descriptive of the "average" Maryland student, although such a person does not exist in reality. These data are subject to error in interpretation or varying points of view on what the students should have learned. Yet the larger question remains: Are the observed average grade equivalents good, bad, or indifferent?

An obvious approach to finding the answer to this question is a comparison of Maryland scores with the "national norms." Such a comparison is not as simple as was apparently supposed by a reporter who inquired, "Why is Maryland below the national norm?" Many people understand the term "national norm" to be a scoring level which would be "normal" or "expected" for an average student at a particular grade level. But no such meaning is implied in the official use of this term by those who established the norms, nor by those who make professional reference to them.

These are the facts of the matter: Between October and November of 1976, the publishers of the California Achievement Tests administered their test battery to a large sample of approximately 200,000 students from all over the United States. This sample, referred to as the national norm sample, was selected in such a way as to represent a national cross section of the elementary and secondary school children and youths (kindergarten through the twelfth grade). The tests were scored and the results statistically treated so that a particular test score could be expressed as a grade equivalent. For example, the average grade equivalent obtained by fifth graders in the National norm sample for the fall of 1976 was 5.6 on the language skills subtest. Thus, when we notice that the average Maryland fifth grader scored 6.0 on that subtest, it is correct to say that the average Maryland fifth grader scored higher in language skills than the average fifth grader in the norm sample. But it is an entirely different matter to say how this score compares to what would be "normal" or "expected" for a particular Maryland fifth grader.

At this point, several important factors begin to play a role. First, the kind of classroom experiences, curriculum exposure, learning activities, teacher emphasis on certain skills, and environmental expectations begin to differentiate between the "normality" or "expectancy" of the Maryland and national norm sample students; second, personal ability levels, home backgrounds, aptitudes, and interests set the two still further apart; third, there is the problem of fluctuating national trends in test scores; and finally, aggregated data should not be interpreted as providing diagnostic insight into an individual student's progress in school.

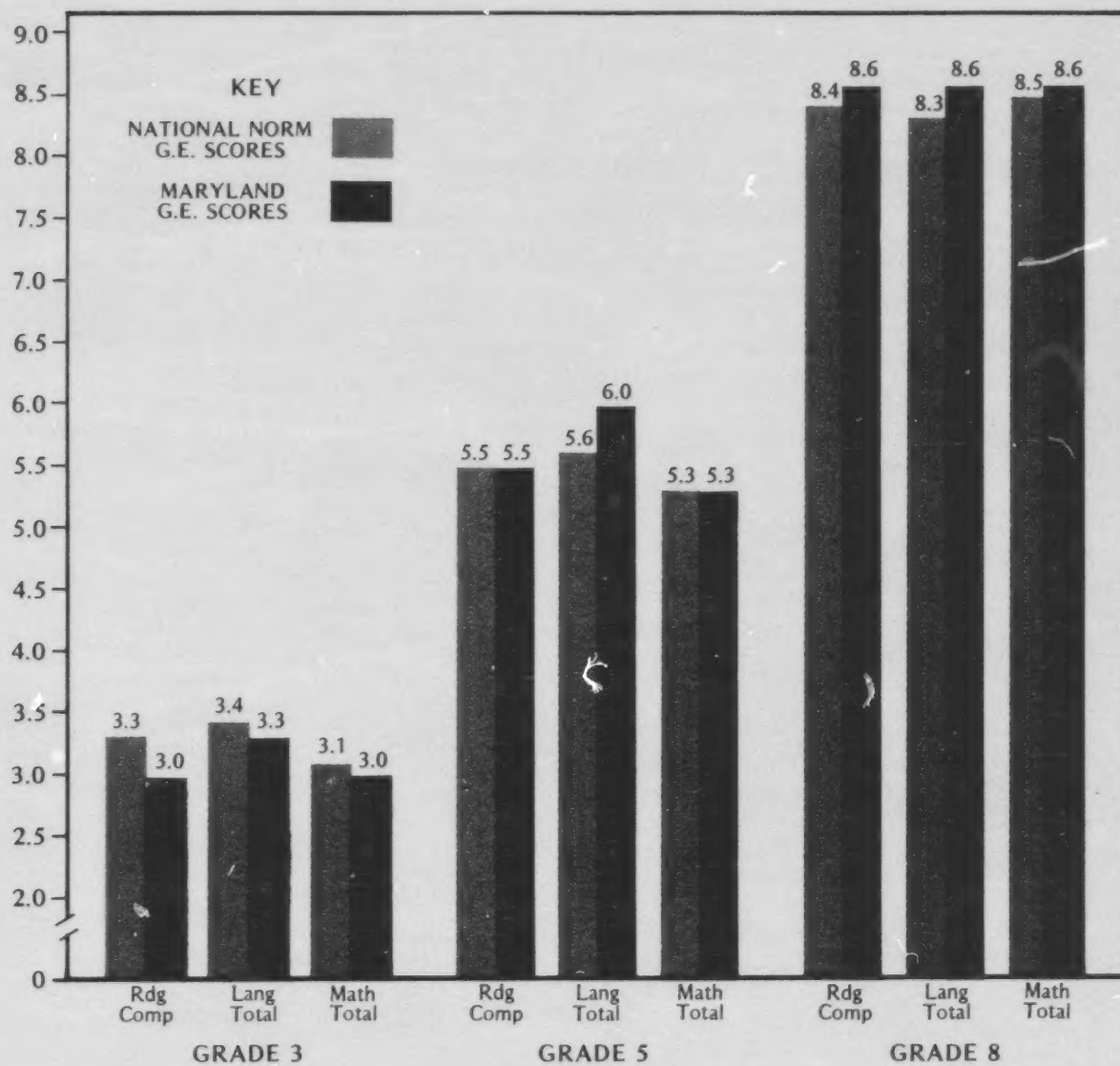
Taking into account all of these precautions against both stringent over-interpretation and unwarranted ignoring of the data, what does Table 2-2 tell us about the basic skills achievement of the "average" Maryland student for the 1980-81 school year? Below are some pertinent observations, by grade level, which constitute a partial answer to this question:

STATE LEVEL DATA, 1980-81

- The Maryland third grade equivalent results show that our students performed slightly below the national norm sample students. In reading comprehension, Maryland third graders scored 3.0 (3.3 for national norm); for the language total subtest their grade equivalent score was 3.3 (3.4 for national norm); and in mathematics, it was 3.0 (3.1 for national norm).
- The Maryland fifth grade scores, however, are at or above the national norm scores. Maryland fifth graders equaled the national norm on reading comprehension (5.5) and on mathematics (5.3). At 6.0, they scored higher in language skills than the national norm students (5.6).
- Eighth graders in Maryland exceeded the national norms on all three tests. For reading comprehension, their score was 8.6 (8.4 for national norm). With a G.E. of 8.6, they scored above the national norm (8.3) in language skills. In mathematics their score of 8.6 also topped the national norm (8.5).

Figure 2-1 presents both the Maryland G.E. scores and the national norm sample scores for the three CAT subtests for each grade. As this figure shows, Maryland G.E. scores across the three grades increased appreciably in relation to the analogous national norm scores for these grades. By the eighth grade, Maryland students were performing significantly better on all three subtests than their national norm counterparts.

Figure 2-1. MARYLAND STATE LEVEL -- ACADEMIC ACHIEVEMENT IN
DERIVED AVERAGE GRADE EQUIVALENT (G.E.) SCORES,
CALIFORNIA ACHIEVEMENT TESTS, FALL 1980



2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ALLEGANY COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.6	3.8	3.1
5	6.0	6.2	5.4
8	8.9	8.9	8.8

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BARTON ELEM	3	3.1	3.6	2.9
	5	6.0	6.1	5.6
BEALL ELEM	3	3.7	3.8	3.6
	5	6.1	5.6	5.7
BEALL JR SR	8	8.7	8.7	8.7
BEL AIR ELEM	3	3.9	4.6	3.0
	5	7.3	8.0	6.1
BRADDOCK JR	8	9.6	9.9	9.2
BRUCE JR SR	8	8.4	8.1	8.6
CASH VALLEY ELEM	3	4.1	4.2	3.8
	5	6.1	6.2	5.1
COLUMBIA STREET ELEM	3	3.2	3.1	2.8
	5	4.8	5.0	4.9
CRESAPTOWN ELEM	3	3.8	3.8	3.2
	5	6.7	6.9	6.1
EASTSIDE ELEM	3	3.6	3.9	3.3
	5	6.0	5.7	4.9
ECKHART ELEM	3	4.3	4.3	3.4
	5	5.0	5.1	4.6
FLINTSTONE K-12	3	3.2	3.2	2.8
	5	5.2	5.0	4.7
	8	8.2	8.1	8.3
FROST ELEM	3	3.8	4.3	3.1
	5	6.5	6.9	5.7
GEORGES CREEK ELEM	3	3.0	3.2	2.9
	5	5.3	5.6	5.0

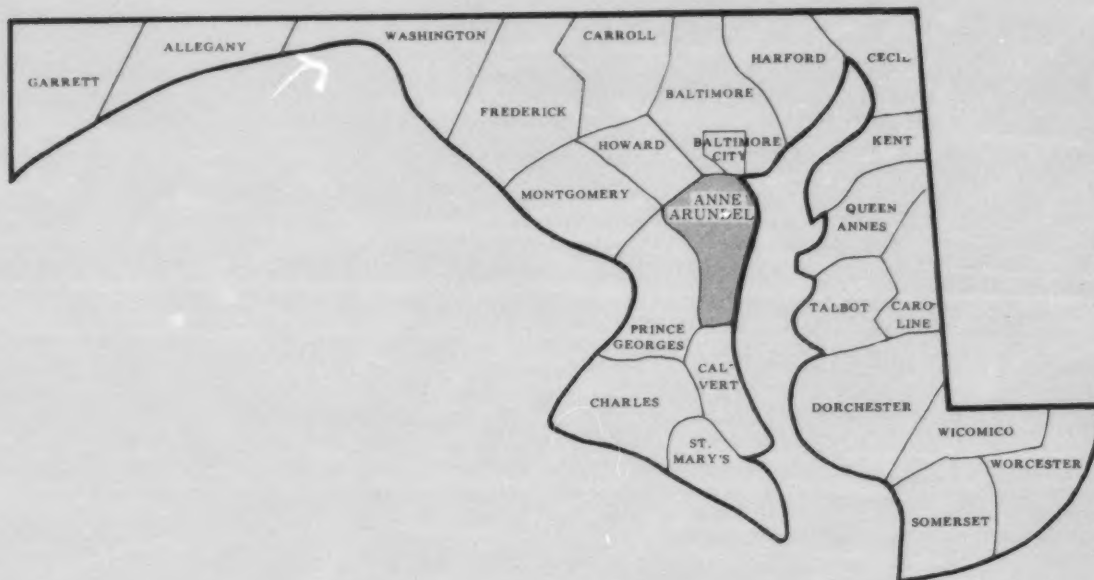
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ALLEGANY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GEPHART ELEM	3	4.2	4.7	3.3
	5	6.5	7.1	5.6
JOHN HUMBIRD ELEM	3	2.8	3.0	2.7
	5	5.5	5.4	4.9
JOHNSON HEIGHTS ELEM	3	3.9	4.6	3.3
	5	6.3	6.7	5.9
MCCOOLE ELEM	3	2.8	3.2	2.9
	5	5.3	5.1	5.1
MT SAVAGE K-12	3	3.5	3.5	2.9
	5	5.7	5.2	4.9
	8	8.5	8.7	8.0
NORTHEAST ELEM	3	3.3	3.2	2.9
	5	6.3	6.5	5.4
OLDTOWN K-12	3	3.2	3.1	2.7
	5	5.6	5.8	4.7
	8	8.1	6.4	7.3
PARKSIDE ELEM	3	4.2	4.0	3.5
	5	6.5	7.6	5.7
SOUTH PENN ELEM	3	3.3	3.4	3.1
	5	5.8	5.7	5.1
VALLEY JR SR	8	8.1	8.3	8.7
WASHINGTON JR	8	8.9	8.9	9.0
WESTSIDE ELEM	3	3.7	3.7	3.1
	5	6.6	7.1	6.1
WESTERNPORT ELEM	3	4.0	4.1	3.1
	5	5.3	6.5	5.2

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ANNE ARUNDEL COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.5	3.6	3.4
5	5.9	6.6	5.5
8	9.3	9.0	8.9

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ANNAPOLIS ELEM	3	3.4	3.1	3.4
	5	6.4	6.8	5.7
ANNAPOLIS JR	8	8.1	7.9	8.2
ARNOLD ELEM	3	4.1	4.1	3.5
	5	6.6	7.3	6.2
ARUNDEL MID JR	8	10.0	9.6	9.6
BATES JR	8	8.7	9.0	8.3
BAYVIEW MID	8	9.3	9.7	9.0
BELLE GROVE ELEM	3	3.5	4.2	3.4
	5	5.7	6.7	5.4
BELVEDERE ELEM	3	3.6	3.5	3.4
	5	6.7	7.5	6.3
BENFIELD ELEM	3	4.4	4.6	3.7
	5	8.0	8.8	6.7
BODKIN ELEM	3	3.9	4.1	3.5
	5	6.4	6.8	5.7
BROADNECK ELEM	3	3.7	3.8	3.3
	5	6.9	7.1	6.4
BROCK BRIDGE ELEM	3	3.3	3.2	3.2
	5	5.8	6.2	5.0
BROOKLYN PARK ELEM	3	3.0	3.1	3.0
	5	5.5	5.5	5.3
BROOKLYN PARK JR	8	8.7	8.9	8.4
CAPE ST CLAIRE ELEM	3	3.8	3.9	3.5
	5	6.6	7.7	5.6

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CARRIE WEEDON ELEM	3	3.9	3.8	3.4
	5	5.9	5.9	4.9
CENTRAL ELEM	3	3.9	3.7	3.6
	5	5.9	6.5	5.5
CENTRAL MID	8	8.8	8.8	9.0
CORKRAN JR	8	9.1	8.7	8.5
CROFTON ELEM	3	3.8	3.8	3.5
	5	6.3	6.5	5.6
CROFTON WOODS ELEM	3	4.0	4.6	3.6
	5	6.5	7.7	5.9
DAVIDSONVILLE ELEM	3	3.9	3.6	3.4
	5	6.6	7.1	5.9
DEALE ELEM	3	3.2	4.0	3.4
	5	5.5	5.5	5.2
EASTPORT ELEM	3	4.0	3.4	3.2
	5	5.9	7.3	5.7
EDGEWATER ELEM	3	3.5	3.3	3.3
	5	5.1	6.2	5.1
FERNDAL ELEM	3	2.9	3.6	3.6
	5	5.3	7.0	6.0
FOLGER MCKINSEY ELEM	3	4.3	5.3	3.9
	5	7.8	8.8	6.5
FT SMALLWOOD ELEM	3	3.5	4.1	3.3
	5	5.9	6.4	5.7
FOUR SEASONS ELEM	3	4.0	4.3	3.4
	5	6.6	8.4	5.9
FREETOWN ELEM	3	2.7	2.7	2.6
	5	5.5	6.4	5.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GEORGE CROMWELL ELEM	3	3.6	4.2	3.5
	5	6.1	7.8	5.5
GEORGE FOX MID	8	8.4	8.0	8.0
GEORGETOWN EAST ELEM	3	3.1	3.2	3.3
	5	5.2	5.4	4.8
GERMANTOWN ELEM	3	3.0	3.1	3.3
	5	5.6	6.2	5.1
GLEN BURNIE PK ELEM	3	3.1	3.2	3.0
	5	6.2	6.4	5.4
GLENDALE ELEM	3	3.0	2.8	3.2
	5	5.1	5.1	5.1
HARMAN ELEM	3	3.9	3.6	3.4
	5	5.6	6.2	5.4
HIGH POINT ELEM	3	3.3	3.2	3.3
	5	5.9	7.8	5.9
HILLSMERE ELEM	3	3.8	3.8	3.5
	5	5.3	6.0	5.2
JACOBSTOWN ELEM	3	3.6	3.9	3.4
	5	5.0	5.3	5.1
JESSUP ELEM	3	3.3	3.4	3.2
	5	5.5	5.4	5.1
JONES ELEM	3	4.0	4.3	3.6
	5	7.3	7.6	5.9
LAKE SHORE ELEM	3	3.5	4.3	3.6
	5	5.8	6.7	5.5
LINDALE JR	8	9.3	8.8	8.9
LINTHICUM ELEM	3	4.1	3.8	3.6
	5	6.3	6.9	5.3

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LOTHIAN ELEM	3	3.6	3.8	3.3
	5	5.9	6.2	5.1
MACARTHUR MID	8	8.8	8.5	8.5
MAGOTHY RIVER MID	8	10.5	10.4	9.7
MANOR VIEW ELEM	3	3.3	3.2	3.3
	5	5.4	5.0	5.3
MARLEY ELEM	3	3.2	3.5	3.3
	5	5.4	6.6	5.2
MARLEY JR	8	8.4	8.1	8.0
MARYLAND CITY ELEM	3	3.8	3.7	3.4
	5	6.4	6.6	5.5
MAYO ELEM	3	3.7	3.8	3.3
	5	6.5	7.5	6.2
MEADE HEIGHTS ELEM	3	3.1	3.3	3.0
	5	6.6	7.1	6.2
MILLERSVILLE ELEM	3	4.0	4.1	3.5
	5	6.3	7.4	5.7
NORTH GLEN ELEM	3	3.6	3.5	3.4
	5	5.6	6.2	4.8
OAK HILL ELEM	3	3.8	3.7	3.7
	5	6.0	6.4	5.8
OAKWOOD ELEM	3	3.3	3.4	3.4
	5	5.7	6.9	5.4
ODENTON ELEM	3	2.8	2.9	3.0
	5	6.2	6.8	5.8
OLD MILL NORTH MID	8	9.6	9.6	9.0
OLD MILL SOUTH MID	8	10.0	9.7	9.0

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
OVERLOOK ELEM	3	3.0	3.7	3.3
	5	5.8	6.3	5.5
PARK ELEM	3	3.1	3.2	3.0
	5	6.2	7.2	5.5
PAROLE ELEM	3	2.7	2.7	2.9
	5	4.5	4.8	4.7
PASADENA ELEM	3	3.6	3.6	3.4
	5	5.4	6.0	5.6
PERSHING HILL ELEM	3	3.6	3.7	3.2
	5	6.4	6.6	5.1
POINT PLEASANT ELEM	3	3.3	3.6	3.2
	5	6.0	6.5	5.6
QUARTERFIELD ELEM	3	3.8	4.4	3.6
	5	6.2	7.6	6.0
RICHARD H LEE ELEM	3	3.4	3.6	3.0
	5	5.1	5.3	5.2
RIDGEWAY ELEM	3	3.2	3.6	3.2
	5	5.7	6.2	5.5
RIPPLING WOODS ELEM	3	4.0	3.8	3.4
	5	6.3	7.4	5.6
RIVERA BEACH ELEM	3	3.3	4.3	3.5
	5	6.2	7.4	5.3
ROLLING KNOLLS ELEM	3	3.8	4.0	3.4
	5	6.3	7.4	5.5
SEVERN ELEM	3	3.2	3.4	3.0
	5	4.9	4.9	4.7
SEVERNA PARK ELEM	3	3.9	4.1	3.5
	5	6.5	6.6	5.4
SEVERNA PARK JR	8	10.9	10.8	10.9

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ANNE ARUNDEL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SEVERN RIVER JR	8	9.7	9.4	9.2
SHADY SIDE ELEM	3 5	3.2 5.0	3.3 4.9	3.0 4.7
SOLLEY ELEM	3 5	2.7 5.0	2.9 4.5	3.2 5.0
SOUTHGATE ELEM	3 5	3.3 6.3	3.2 7.8	3.3 5.6
SOUTHERN MID	8	8.4	8.5	8.7
SOUTH SHORE ELEM	3 5	3.2 6.2	3.8 8.1	3.4 6.2
SUNSET ELEM	3 5	2.8 5.3	2.8 5.1	3.0 5.0
TRACEY'S ELEM	3 5	3.8 5.6	3.8 6.6	3.4 5.3
TYLER HEIGHTS ELEM	3 5	3.3 4.7	2.8 4.6	3.2 5.1
VAN BOKKELEN ELEM	3 5	2.6 4.8	2.6 4.7	3.0 4.6
WAUGH CHAPEL ELEM	3 5	3.5 5.8	3.4 6.5	3.3 5.5
WEST ANNAPOLIS ELEM	3 5	2.9 6.2	3.0 7.2	2.9 6.2
WEST MEADE ELEM	3 5	3.5 6.1	3.4 6.4	3.3 5.3
WINDMILL POINT MID	8	10.0	9.6	10.0
WOODSIDE ELEM	3 5	3.6 5.9	4.3 5.9	3.3 5.1

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE CITY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	2.3	2.6	2.5
5	4.3	4.5	4.7
8	7.1	6.8	7.6

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ABBOTTSTON ELEM	3	2.3	2.5	2.5
	5	3.9	4.1	4.8
ALEXANDER HAMILTON	3	2.7	2.8	2.5
	5	4.1	4.5	4.4
ARLINGTON ELEM	3	2.3	2.5	2.5
	5	4.2	4.5	4.6
ARMISTEAD GARDENS	3	2.3	2.7	2.6
	5	4.5	4.6	4.6
ARUNDEL ELEM	3	2.4	2.8	2.9
	5	4.7	5.0	5.2
ASHBURTON ELEM	3	2.5	2.7	2.3
	5	4.1	4.4	4.7
BARCLAY ELEM	3	2.3	2.7	2.6
	5	4.5	5.0	5.1
BARRISTER CHARLES	3	2.0	2.2	2.4
	5	4.5	4.4	4.7
BAY BROOK ELEM	3	2.3	2.5	2.9
	5	5.2	5.9	4.9
BEECHFIELD ELEM	3	2.5	2.6	2.6
	5	5.3	5.4	5.2
BELMONT ELEM	3	2.4	2.7	2.6
	5	4.3	4.4	4.8
BENJAMIN FRANKLIN	8	7.1	6.9	7.9
BENTALOU ELEM	3	2.2	2.5	2.5
BETSY ROSS ELEM	3	2.3	2.6	2.9
	5	4.1	4.4	4.3

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BOOKER WASHINGTON	8	6.0	5.9	6.8
BREHMS LANE ELEM	3	3.0	3.4	3.2
	5	5.2	5.3	5.3
CALLAWAY ELEM	3	2.3	2.6	2.4
	5	4.3	4.3	4.7
CALVERTON MID	8	6.5	6.4	7.4
CALVIN RODWELL ELEM	3	2.1	2.1	2.3
	5	4.6	4.2	4.7
CANTON ELEM JR	3	2.9	2.9	3.4
	5	5.0	5.0	5.6
	8	6.8	5.9	7.2
C G WOODSON ELEM	3	2.4	2.7	2.5
	5	4.1	4.4	4.8
CECIL ELEM	3	1.9	2.5	2.4
	5	4.2	4.1	4.7
CHARLES CARROLL ELEM	3	2.4	2.7	2.5
	5	4.2	4.4	4.7
CHERRY HILL ELEM	3	2.0	2.3	2.2
	5	4.0	4.3	4.7
CHERRY HILL JR	8	6.3	6.5	7.3
CHINQUAPIN MID	8	8.1	8.1	8.3
CITY SPRINGS ELEM	3	1.8	2.0	2.2
	5	3.8	4.4	4.5
CLIFTON PARK JR	8	5.9	5.4	6.6
COLDSTREAM PARK ELEM	3	2.2	2.5	2.5
	5	4.2	4.6	4.9
COLLINGTON SQ ELEM	3	2.0	2.2	2.3
	5	4.0	3.8	4.3

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
COMO. J RODGERS ELEM	3	2.1	2.6	2.4
	5	3.9	3.8	4.2
CROSS COUNTRY ELEM	3	2.8	3.2	3.0
	5	5.2	5.6	5.3
CURTIS BAY ELEM	3	2.7	2.5	2.9
	5	4.8		5.2
DALLAS NICHOLAS ELEM	3	2.3	2.4	2.5
	5	3.7	3.7	4.4
DAVID E WEGLEIN ELEM	3	1.9	2.2	2.1
	5	3.6	3.6	3.7
DICKEY HILL ELEM	3	2.3	2.6	2.2
	5	4.4	4.7	4.6
DIGGS-JOHNSON JR	8	6.2	5.5	6.4
DR BERNARD HARRIS	3	2.2	2.5	2.6
	5	4.2	4.1	4.5
DR MARTIN L. KING	5	4.0	4.4	4.7
DR RAYNER BROWNE	3	2.3	2.2	2.2
	5	3.7	4.0	4.5
DUKE ELLINGTON ELEM	3	2.2	2.3	2.5
EDGECOMBE CIRCLE	3	2.1	2.4	2.2
	5	3.7	4.3	4.3
EDGEWOOD ELEM	3	2.6	2.8	2.6
	5	4.0	4.1	4.7
ELMER HENDERSON ELEM	3	2.2	2.4	2.5
	5	3.7	3.8	4.3
EUTAW MARSHBURN ELEM	3	2.5	2.6	2.5
	5	4.0	4.4	4.5

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
FALLSTAFF MID	8	10.2	10.5	8.9
FEDERAL HILL ELEM	3	2.0	2.3	2.3
	5	4.1	5.1	4.7
FORT WORTHINGTON	3	2.4	2.6	2.5
	5	4.0	4.3	4.6
FRANCIS S KEY ELEM	3	2.6	2.7	2.9
	5	4.5	4.3	4.6
	8	7.6	6.9	8.0
FRANKFORD ELEM	5	4.2	4.3	4.6
FRANKLIN SQUARE ELEM	3	2.0	2.1	2.5
	5	4.2	4.3	4.5
FURLEY ELEM	3	2.7	3.0	3.2
	5	4.9	5.0	5.3
FURMAN TEMPLETON	3	2.0	2.5	2.4
	5	3.7	3.7	5.0
GARDENVILLE ELEM	3	3.5	3.4	3.2
	5	6.4	6.7	5.4
GARRETT HEIGHTS ELEM	3	2.8	2.7	3.0
	5	5.7	6.4	5.6
GARRISON JR	8	6.4	6.0	7.2
GEORGE G KELSON ELEM	3	2.1	2.4	2.3
	5	3.6	3.7	4.1
GEORGE STREET ELEM	3	1.9	2.2	2.2
	5	3.9	3.9	4.6
GEO WASHINGTON ELEM	3	2.4	2.8	2.9
	5	4.0	4.3	4.5
GILMOR ELEM	3	2.3	2.3	2.4
	5	3.9	3.8	4.0

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GLENMOUNT ELEM	3	3.4	3.0	3.0
	5	5.6	6.4	5.4
GOVANS ELEM	3	2.9		3.0
GRACELAND PK-ODONNEL	3	1.9	2.3	2.4
	5	3.4	4.1	4.5
GREENSPRING JR	8	6.3	6.4	7.0
GROVE PARK ELEM	3	2.8	3.2	2.8
	5	4.3	4.3	4.6
GUILFORD ELEM	3	2.1	2.4	2.2
	5	4.0	4.2	4.4
GWYNNS FALLS ELEM	3	2.2	2.4	2.3
	5	4.4	4.5	4.5
GWYNNS FALLS PARK JR	8	6.9	6.8	7.5
HAMILTON ELEM	3	3.4	3.2	3.2
	5	5.6	6.5	5.9
HAMILTON JR	8	7.7	7.7	8.0
HAMPDEN ELEM	3	2.5	2.8	2.8
	5	5.5	6.3	5.8
HAMPSTEAD HILL ELEM	3	2.2		2.9
	5	4.0		4.7
HAMPSTEAD HILL JR	8	6.5	6.3	7.0
HARFORD HGTS ELEM	3	2.3	2.5	2.4
	5	4.5	4.7	4.7
HARLEM PARK ELEM	3	2.0	2.5	2.5
	5	3.8	4.1	4.4
HARLEM PARK JR	8	6.0	5.9	7.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HARRIET TUBMAN ELEM	3	1.9	2.6	2.5
	5	3.9	4.0	4.5
HAZELWOOD ELEM	3	3.2	3.2	3.2
	5	5.3	5.3	5.2
HERRING RUN JR	8	6.9	6.4	7.6
HIGHLANDTOWN (215)	3	2.6	2.8	3.0
	5	4.7	4.7	5.0
HIGHLANDTOWN (237)	3	2.8	3.3	3.3
	5	4.4	4.4	5.2
HILTON ELEM	3	2.7	3.1	2.8
	5	5.1	5.0	5.1
HOLABIRD ELEM	3	2.5	2.6	2.8
	5	4.3	4.4	4.8
HOUSTON WOODS JR	8	5.9	5.6	6.2
IRVINGTON ELEM	3	2.0	2.4	2.3
	5	4.4	4.4	4.6
JAMES MCHENRY ELEM	3	2.0	2.1	2.3
	5	3.8	3.9	4.7
JAMES MOSHER ELEM	3	2.8	3.2	2.6
	5	4.7	5.1	4.9
JOHN EAGER HOWARD	3	2.3	2.8	2.6
	5	3.6	4.0	4.4
JOHN RUHRAH ELEM	3	2.5	3.0	3.3
	5	4.8	5.6	5.2
JOHNSTON SQUARE ELEM	3	2.1	2.3	2.2
	5	4.2	4.7	4.7
LAFAYETTE ELEM	3	2.4	3.3	3.0
	5	4.3	4.5	4.5

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LAKELAND ELEM	3	2.6	2.7	2.8
LAKELAND MID	8	7.4	6.8	7.7
LANGSTON HUGHES ELEM	3	2.2	2.4	2.5
	5	3.7	3.9	4.3
LEITH WALK ELEM	3	3.5	3.5	3.3
	5	6.0	6.9	5.9
LEXINGTON TERR ELEM	3	2.0	2.2	2.3
	5	4.0	4.6	4.3
LIBERTY ELEM	3	2.0	2.2	2.2
	5	4.1	4.2	4.6
LOCKERMAN BUNDY ELEM	3	2.1	2.7	2.5
	5	4.3	4.2	4.3
LOMBARD JR	8	5.9	6.0	7.0
LYNDHURST ELEM	3	2.6	2.8	2.6
MADISON SQUARE ELEM	3	1.9	2.2	2.3
	5	4.5	4.6	4.6
MALCOLM X ELEM	3	2.1	2.4	2.2
MARGARET BRENT ELEM	3	2.2	2.8	2.8
	5	4.3	4.4	4.7
MAREE G FARRING ELEM	3	2.1	2.5	2.6
	5	5.1	5.0	5.2
MARY E RODMAN ELEM	3	2.4	2.8	2.8
	5	4.3	4.4	4.6
MATTHEW A HENSON	3	2.6	3.3	3.0
	5	3.9	4.3	4.6
MEDFIELD HGTS ELEM	3	2.8	2.6	2.6
	5	4.4	4.4	4.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MILDRED MONROE ELEM	3	2.5	3.0	3.2
	5	4.8	5.4	5.5
MONTEBELLO ELEM	3	1.9	2.2	2.4
	5	3.7	3.8	4.1
MORAVIA PARK ELEM	3	2.1	2.5	2.5
MORDECAI GIST ELEM	3	2.1	2.5	2.2
	5	4.3	4.6	4.9
MORRELL PARK ELEM	3	2.2	2.5	2.6
	5	4.5	4.6	4.9
MT ROYAL ELEM	3	3.3	3.2	3.2
	5	5.3	5.4	5.4
MT ROYAL MID	8	10.0	9.5	8.7
MT WASHINGTON ELEM	3	4.1	4.1	3.7
	5	7.3	7.0	6.2
NORTHEAST MID	8	8.1	8.0	8.0
NORTHERN PARKWAY JR	8	6.9	7.6	7.4
NORTHWOOD ELEM	3	2.8	2.6	2.9
	5	4.6	4.5	4.8
PARK HEIGHTS ELEM	3	2.0	2.1	2.5
	5	3.4	3.7	4.0
PATAPSCO ELEM	3	2.0	2.3	2.2
	5	3.9	4.1	4.2
PIMLICO ELEM	3	2.3	2.6	2.5
	5	4.0	4.3	4.6
PIMLICO JR	8	6.5	6.3	7.0
ROBERT POOLE JR	8	7.4	6.9	7.6

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ROBERT W COLEMAN	3	2.4	2.9	2.5
	5	4.7	4.6	4.9
ROGNET HGTS ELEM	3	2.3	2.5	2.6
	5	4.4	4.5	4.7
ROLAND PARK ELEM JR	3	3.4	3.2	3.3
	5	6.9	8.0	6.2
	8	10.8	10.6	10.0
ROSEMONT ELEM	3	2.2	2.6	2.3
	5	4.0	4.6	4.0
RUTLAND ELEM	3	2.1	2.5	2.6
	5	3.8	4.1	4.5
SAMUEL COLERIDGE	3	2.3	2.9	2.6
	5	4.1	4.1	4.0
SAMUEL B MORSE ELEM	5	4.0	4.1	4.8
SARAH M ROACH	3	2.5	2.9	2.6
	5	4.6	4.6	5.2
SINCLAIR LANE ELEM	3	2.5	2.7	2.9
	5	4.5	4.7	4.6
SOUTHEAST MID	8	7.9	7.8	8.0
SPRINGHILL ELEM	3	2.3	2.5	2.4
STEUART HILL ELEM	3	2.0	2.2	2.3
TENCH TILGHMAN ELEM	3	1.9	2.2	2.2
	5	4.0	3.8	4.4
THOMAS G HAYES ELEM	3	2.4	3.0	2.8
	5	4.0	4.4	4.9
THOMAS JEFFERSON	3	3.2	3.1	3.2
	5	4.8	4.6	5.1
THOMAS JOHNSON ELEM	3	2.1	2.5	2.6
	5	4.8	5.0	5.2

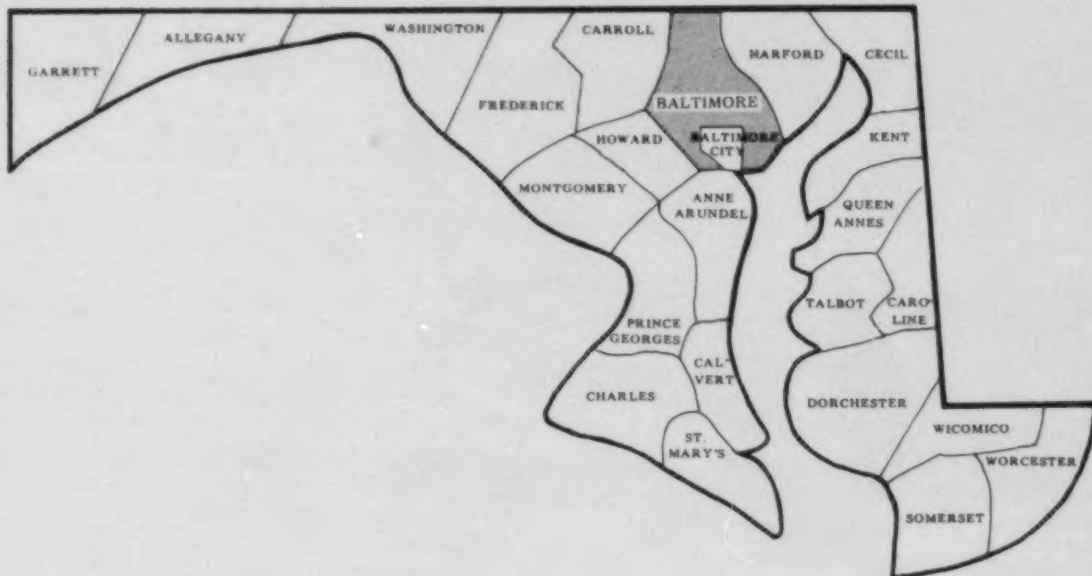
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE CITY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
VICTORY ELEM	3	1.8	2.1	2.1
	5	3.6	4.0	4.2
VIOLETVILLE ELEM	3	3.1	3.3	3.4
	5	5.3	5.8	5.5
WALTER P CARTER ELEM	3	2.4	2.5	2.3
	5	4.3	4.6	4.9
WAVERLY ELEM	3	2.6	2.9	3.0
	5	5.1	5.0	5.3
WEST BALTO MID	8	7.6	7.5	7.6
WESTPORT ELEM	3	1.9	2.2	2.4
	5	4.1	4.1	4.5
WESTSIDE ELEM	3	1.9	2.3	2.4
	5	3.8	4.1	4.3
WILLIAM H. LEMMEL JR	8	6.4	6.5	6.8
WILLIAM PACA ELEM	3	2.6	2.7	2.8
	5	4.1	4.5	4.6
WM PINDERHUGHES ELEM	3	2.6	2.7	2.5
	5	3.5	4.3	4.5
WINDSOR HILLS ELEM	3	2.2	2.6	2.6
	5	5.1	5.3	5.1
WINSTON MID	8	7.7	7.9	8.0
WOODHOME ELEM	3	3.8	3.5	3.6
	5	5.5	6.0	5.9
YORKWOOD ELEM	3	2.5	2.6	2.6
	5	5.5	5.5	5.3

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

BALTIMORE COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.7	3.8	3.4
5	6.2	7.5	5.7
8	9.5	9.5	9.1

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ARBUTUS ELEM	3	3.7	4.4	3.4
	5	5.7	7.2	5.6
ARBUTUS JR	8	8.8	9.3	8.8
BACK RIVER ELEM	3	3.3	3.2	3.3
	5	5.2	5.9	5.4
BALTO HIGHLANDS ELEM	3	3.3	3.0	3.0
	5	5.0	5.0	5.1
BATTLE GROVE ELEM	3	3.6	3.5	3.3
	5	5.6	6.4	5.4
BEAR CREEK ELEM	3	3.5	3.6	3.3
	5	5.5	6.6	5.5
BEDFORD ELEM	3	4.1	4.2	3.6
	5	7.1	8.5	5.8
BERKSHIRE ELEM	3	3.6	4.2	3.3
	5	5.7	6.5	5.4
CAMPFIELD ELEM	3	3.5	3.8	3.3
	5	5.2	6.0	5.2
CARNEY ELEM	3	3.5	4.6	3.5
	5	6.1	6.8	5.5
CARROLL MANOR ELEM	3	4.5	5.8	3.6
	5	7.7	8.8	6.6
CATONSVILLE ELEM	3	4.0	5.0	3.6
	5	6.6	8.1	6.0
CATONSVILLE JR	8	10.0	9.9	9.4
CEDARMERE ELEM	3	4.0	4.1	3.4
	5	6.7	8.0	5.9

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CHADWICK ELEM	3	3.9	4.4	3.5
	5	6.2	7.8	5.9
CHAPEL HILL ELEM	3	3.8	3.9	3.5
	5	5.5	6.6	5.5
CHARLESMONT ELEM	3	3.0	3.4	3.0
	5	5.6	6.8	5.7
CHASE ELEM	3	3.4	3.3	3.3
	5	5.4	5.3	5.4
CHESAPEAKE TERR ELEM	3	3.3	3.6	3.3
	5	5.4	6.0	5.5
CHURCH LANE ELEM	3	4.4	5.5	3.6
	5	7.3	9.2	6.6
COCKEYSVILLE ELEM	3	3.7	4.0	3.5
	5	6.9	7.8	6.0
COCKEYSVILLE JR	8	10.3	10.2	10.0
COLGATE ELEM	3	3.6	3.7	3.3
	5	5.7	6.7	5.5
CROMWELL VALLEY ELEM	3	4.4	6.3	4.4
	5	7.9	8.7	6.5
DEEP CREEK ELEM	3	4.2	4.5	3.6
	5	6.3	6.8	5.6
DEEP CREEK JR	8	8.3	8.1	8.4
DEER PARK ELEM	3	3.9	4.2	3.7
	5	6.7	7.9	6.3
DEER PARK JR	8	10.3	10.6	10.0
DUMBARTON JR	8	11.7	11.6	11.6
DUNDALK ELEM	3	3.2	3.4	3.2
	5	5.5	6.0	5.1

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
DUNDALK MID	8	8.0	8.0	8.3
EDGEMERE ELEM	3 5	3.5 6.3	3.4 6.7	3.2 5.3
EDMONDSON HGTS ELEM	3 5	3.6 6.2	3.5 7.6	3.3 5.7
ELMWOOD ELEM	3 5	3.4 5.3	3.4 5.9	3.3 5.3
ESSEX ELEM	3 5	3.6 5.5	3.7 6.4	3.5 5.3
FEATHERBED LANE ELEM	3 5	3.3 5.0	3.0 6.3	3.2 5.0
FIFTH DISTRICT ELEM	3 5	3.9 6.2	3.7 7.0	3.4 5.6
FRANKLIN ELEM	3 5	4.2 7.2	4.4 8.4	3.5 6.2
FRANKLIN JR	8	9.3	9.3	9.0
FT GARRISON ELEM	3 5	4.4 7.7	4.7 9.1	3.7 6.4
FULLERTON ELEM	3 5	3.6 5.9	3.6 6.8	3.3 5.3
GEN JOHN STRICKER JR	8	8.5	8.4	9.0
GLENMAR ELEM	3 5	3.4 5.5	3.6 5.6	3.2 5.5
GLYNDON ELEM	3 5	3.9 6.5	3.8 7.7	3.5 5.8
GOLDEN RING JR	8	9.6	9.6	9.6
GRANGE ELEM	3 5	3.6 5.9	3.8 7.0	3.4 5.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GUNPOWDER ELEM	3	4.0	4.4	3.5
	5	6.7	7.9	6.5
HALETHORPE ELEM	3	3.3	3.5	3.4
	5	5.9	6.0	5.1
HAMPTON ELEM	3	4.1	4.1	3.6
	5	7.5	8.9	6.5
HARFORD HILLS ELEM	3	4.0	3.9	3.4
	5	6.9	9.2	6.2
HAWTHORNE ELEM	3	3.3	4.9	3.4
	5	5.6	6.5	5.6
HEBBVILLE ELEM	3	3.8	3.5	3.2
	5	5.7	6.7	5.2
HEREFORD JR SR	8	10.2	10.3	10.0
HERNWOOD ELEM	3	4.0	4.9	3.6
	5	6.3	7.4	5.9
HILLCREST ELEM	3	4.2	4.1	3.5
	5	6.9	8.5	6.3
HILLENDALE ELEM	3	3.3	3.0	3.3
	5	5.5	6.4	5.5
HOLABIRD JR	8	9.6	9.4	9.1
JOHNNYCAKE ELEM	3	3.6	3.8	3.3
	5	6.3	8.1	5.9
JOHNNYCAKE JR	8	8.9	8.8	9.0
KINGSVILLE ELEM	3	3.9	4.3	3.5
	5	6.8	7.6	6.5
LANSDOWNE ELEM	3	3.4	3.5	3.3
	5	5.4	6.4	5.5
LANSDOWNE MID	8	8.2	7.9	8.0

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LOCH RAVEN ELEM	3	4.0	4.4	3.5
	5	7.1	8.2	6.5
LOCH RAVEN JR	8	10.1	10.2	10.0
LOGAN ELEM	3	3.5	3.7	3.3
	5	5.1	6.2	5.2
LUTHERVILLE ELEM	3	4.3	4.7	3.7
	5	7.1	8.2	6.4
MAIDEN CHOICE ELEM	3	3.4	3.3	3.3
	5	5.7	6.5	5.6
MARS ESTATES ELEM	3	3.4	3.5	3.2
	5	5.6	6.6	5.3
MARTIN BLVD ELEM	3	3.3	3.5	3.4
	5	5.8	5.5	5.4
MCCORMICK ELEM	3	3.8	3.7	3.4
	5	6.4	8.0	6.2
MIDDLEBOROUGH ELEM	3	3.4	3.5	3.3
	5	5.1	5.4	4.7
MIDDLE RIVER JR	8	8.0	8.3	8.2
MIDDLESEX ELEM	3	3.3	3.3	3.3
	5	5.7	5.6	5.4
MILBROOK ELEM	3	4.1	4.5	3.6
	5	7.2	8.0	5.9
NORTH POINT JR	8	8.0	8.0	8.1
NORWOOD ELEM	3	3.5	3.6	3.3
	5	5.7	7.1	5.6
OAKLEIGH ELEM	3	3.6	3.6	3.3
	5	6.0	6.8	5.9
OLD COURT JR	8	10.0	9.6	9.4

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
OREMS ELEM	3	3.4	3.3	3.2
	5	5.3	5.7	4.9
OWINGS MILLS ELEM	3	3.3	3.4	3.2
	5	5.5	5.9	5.1
OWINGS MILLS JR SR	8	8.8	8.3	8.6
PADONIA ELEM	3	3.9	4.4	3.5
	5	6.7	7.4	6.2
PARKVILLE JR	8	9.5	9.6	9.2
PERRY HALL ELEM	3	3.8	4.0	3.4
	5	6.4	7.8	6.2
PERRY HALL JR	8	9.8	9.7	9.8
PIKESVILLE JR	8	11.3	11.5	10.7
PINE GROVE ELEM	3	3.7	4.2	3.6
	5	6.8	8.0	6.8
PINE GROVE JR	8	9.1	10.1	9.6
PINWOOD ELEM	3	3.4	3.3	3.3
	5	6.8	6.9	6.2
PLEASANT PLAINS ELEM	3	4.3	4.7	3.6
	5	7.2	8.2	6.0
POT SPRING ELEM	3	4.1	4.6	3.7
	5	8.0	10.0	6.7
POWHATAN ELEM	3	3.0	2.8	3.0
	5	4.8	5.3	5.2
PRETTYBOY ELEM	3	3.6	3.8	3.4
	5	5.8	7.1	5.6
RANDALLSTOWN ELEM	3	3.8	3.6	3.4
	5	7.0	8.5	5.9

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
RED HOUSE RUN ELEM	3	4.0	4.3	3.5
	5	6.5	8.0	6.3
REISTERSTOWN ELEM	3	3.7	4.3	3.4
	5	6.0	7.4	5.5
RELAY ELEM	3	4.0	4.2	3.4
	5	7.4	8.8	5.9
RIDERWOOD ELEM	3	4.6	5.0	3.8
	5	7.8	9.0	6.6
RIDGELY JR	8	12.5	12.2	12.5
RIVERVIEW ELEM	3	3.2	3.2	2.9
	5	5.3	6.0	5.3
RODGERS FORGE ELEM	3	4.3	5.3	3.7
	5	7.8	8.8	6.2
ROSEDALE ELEM	3	3.4	3.6	3.3
	5	5.7	6.3	5.4
SANDALWOOD ELEM	3	3.3	3.4	3.3
	5	5.5	5.5	5.4
SANDY PLAINS ELEM	3	3.5	4.6	3.6
	5	5.5	6.3	5.5
SCOTTS BRANCH ELEM	3	3.2	3.2	3.3
	5	5.2	6.0	5.4
SENECA ELEM	3	3.2	3.2	3.4
	5	5.9	6.8	5.4
SEVENTH DISTRICT ELE	3	3.5	4.0	3.2
	5	6.5	6.9	5.6
SHADY SPRING ELEM	3	3.6	3.5	3.2
	5	5.7	6.3	5.3
SPARKS ELEM	3	3.8	3.7	3.5
	5	6.7	8.2	5.9

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SPARROWS PT MID SR	8	8.8	8.7	9.0
STEMMERS RUN JR	8	8.2	8.5	8.3
STONELEIGH ELEM	3	4.6	5.3	3.9
	5	7.4	8.1	6.3
SUDBROOK MID	8	8.4	8.3	8.4
SUMMIT PARK ELEM	3	4.4	4.7	3.9
	5	7.3	9.7	7.0
SUSSEX ELEM	3	3.6	3.3	3.2
	5	5.4	7.1	5.5
TIMBER GROVE ELEM	3	3.8	3.7	3.4
	5	6.1	7.3	5.4
TIMONIUM ELEM	3	4.3	4.4	3.4
	5	7.1	8.4	6.2
VICTORY VILLA ELEM	3	3.3	3.0	3.2
	5	5.6	5.5	5.4
VILLA CRESTA ELEM	3	3.9	3.7	3.5
	5	6.5	7.6	6.0
WARREN ELEM	3	4.7	4.5	4.0
	5	7.8	8.5	6.7
WELLWOOD ELEM	3	4.0	4.4	3.6
	5	7.5	9.5	6.5
WESTCHESTER ELEM	3	3.7	3.8	3.4
	5	6.9	7.8	5.9
WESTOWNE ELEM	3	4.1	3.9	3.4
	5	6.0	7.0	5.9
WINAND ELEM	3	4.1	3.7	3.7
	5	7.5	8.7	7.1

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

BALTIMORE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WINFIELD ELEM	3	3.6	3.5	3.4
	5	5.8	6.4	5.6
WOODBRIIDGE ELEM	3	4.6	5.6	4.5
	5	7.3	10.5	7.4
WOODLAWN ELEM	3	3.8	3.7	3.2
	5	6.7	7.0	5.4
WOODLAWN MID	8	8.4	8.3	8.2
WOODMOOR ELEM	3	3.1	3.4	3.0
	5	5.0	5.5	4.7

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CALVERT COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.5	3.6	3.3
5	6.0	6.5	5.6
8	8.1	8.5	8.1

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CALVERT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
APPEAL ELEM	3	3.6	3.2	3.0
	5	5.6	5.2	5.3
BEACH ELEM	3	3.4	3.2	3.2
	5	5.8	5.5	5.4
CALVERT MID	8	8.0	8.6	8.1
CENTRAL ELEM	3	3.6	3.2	3.0
	5	6.6	7.0	5.5
HUNTINGTON ELEM	3	3.7	4.9	3.7
	5	7.1	8.8	6.8
MT HARMONY ELEM	3	3.8	3.7	3.5
	5	6.4	6.8	5.6
MUTUAL ELEM	3	3.2	2.9	2.9
	5	5.4	5.8	5.4
NORTHERN MID	8	8.9	9.3	8.6
PRINCE FREDERICK	3	3.3	3.4	3.2
	5	5.0	4.9	4.9
SOUTHERN MID	8	7.6	7.8	7.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CAROLINE COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.5	3.9	3.3
5	5.8	5.8	5.5
8	7.9	7.4	7.9

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CAROLINE COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
COL RICHARDSON MID	8	7.9	7.7	7.8
DENTON ELEM	3 5	3.7 6.4	3.9 6.7	3.5 5.7
FEDERALSBURG ELEM	3 5	3.4 5.1	3.6 5.2	3.2 5.2
GREENSBORO ELEM	3 5	3.6 5.4	4.0 5.7	3.2 5.4
PRESTON ELEM	3 5	4.0 5.7	5.0 5.7	3.6 5.7
RIDGELY ELEM	3 5	2.8 6.0	3.2 5.7	2.9 5.3
RIVERVIEW MID	8	8.0	7.0	7.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CARROLL COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.9	4.0	3.4
5	6.2	6.7	5.6
8	10.0	10.0	9.1

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CARROLLTOWNE ELEM	3	3.7	4.3	3.3
	5	6.2	6.6	5.5
CHARLES CARROLL ELEM	3	3.8	3.9	3.3
	5	6.7	6.7	5.9
EAST MID	8	10.4	10.2	9.0
ELDERSBURG ELEM	3	4.2	4.5	3.4
	5	6.2	7.4	5.6
ELMER A WOLFE ELEM	3	3.5	3.4	3.4
FREEDOM DISTRICT	3	4.1	4.2	3.6
	5	6.6	7.9	5.9
HAMPSTEAD ELEM	3	3.8	4.3	3.5
	5	6.3	7.1	5.9
MANCHESTER ELEM	3	4.0	4.0	3.4
	5	5.8	6.4	5.5
MECHANICSVILLE ELEM	3	4.0	3.9	3.5
	5	6.4	6.8	5.5
MT AIRY ELEM	3	3.8	3.6	3.3
	5	6.3	6.9	5.6
MT AIRY MID	8	10.0	10.4	9.0
NEW WINDSOR MID	5	5.8	6.7	5.8
	8	9.1	9.0	9.0
NORTH CARROLL MID	8	9.6	9.5	9.0
NORTHWEST MID	5	5.3	4.9	5.2
	8	8.7	8.7	8.3
ROBERT MOTON ELEM	3	3.7	3.7	3.6
	5	6.2	6.4	5.3

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CARROLL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SANDYMOUNT ELEM	3	3.8	4.1	3.4
	5	7.1	8.0	6.3
SYKESVILLE MID	8	10.0	9.9	9.4
TANEYTOWN ELEM	3	3.5	3.5	3.3
UNIONTOWN ELEM	3	4.1	4.3	3.4
WEST MID	8	10.4	10.4	9.8
	3	4.1	4.2	3.3
WESTMINSTER ELEM	5	6.3	6.8	5.7
	3	3.8	4.2	3.3
WM WINCHESTER ELEM	5	5.8	6.3	5.4
	3	4.0	4.1	3.4
WINFIELD ELEM	5	5.9	6.3	5.2
	3	4.0	4.1	3.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CECIL COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.3	3.3	3.4
5	6.0	6.0	5.7
8	8.9	8.9	8.6

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BAINBRIDGE ELEM	3	2.9	2.8	3.0
	5	6.4	5.7	5.6
BAY VIEW ELEM	3	3.5	3.3	3.5
	5	6.0	6.0	5.6
BOHEMIA MANOR JR	8	9.0	8.5	8.6
CALVERT ELEM	3	3.4	3.9	3.6
	5	6.2	6.2	5.9
CECIL MANOR ELEM	3	3.9	4.4	3.7
	5	7.7	7.8	6.5
CECILTON ELEM	3	2.9	3.1	3.3
	5	5.7	5.9	5.5
CHARLESTOWN ELEM	3	2.4	2.4	3.0
	5	4.7	4.8	5.1
CHERRY HILL MID	8	9.9	9.8	9.1
CHESAPEAKE CITY ELEM	3	3.7	3.8	3.6
	5	6.6	7.3	6.3
CONOWINGO ELEM	3	3.2	3.2	3.5
	5	5.9	5.7	5.9
ELKTON MID	8	8.1	8.5	8.5
GILPIN MANOR ELEM	3	3.2	2.8	3.5
	5	5.4	5.3	5.5
HOLLY HALL ELEM	3	2.9	3.1	3.3
	5	5.4	5.2	5.3
KENMORE ELEM	3	3.2	3.2	3.5
	5	7.1	6.6	6.0

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CECIL COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LEEDS ELEM	3	3.4	3.0	3.4
	5	5.8	6.2	5.5
NORTH EAST ELEM	3	3.4	3.4	3.6
	5	5.9	6.2	5.7
NORTH EAST MID	8	8.5	8.9	8.4
PERRYVILLE ELEM	3	3.5	3.4	3.4
	5	5.3	4.9	5.4
PERRYVILLE MID	8	8.7	9.2	8.0
RISING SUN ELEM	3	3.6	3.7	3.5
	5	6.6	7.3	6.5
RISING SUN JR SR	8	9.5	8.7	8.7
THOMSON ESTATES ELEM	3	3.0	2.6	3.3
	5	5.6	5.2	5.6

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

CHARLES COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.2	3.4	3.3
5	5.5	6.0	5.4
8	8.8	8.6	8.7

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BENJ STODDERT MID	8	9.7	9.3	9.2
BROWN ELEM	3 5	3.6 5.8	3.4 6.5	3.7 5.5
CRAIK ELEM	3 5	3.0 5.2	2.9 5.9	3.2 5.3
DR SAMUEL MUDD ELEM	3 5	3.7 5.6	3.6 6.2	3.5 5.3
EVA TURNER ELEM	3 5	3.4 5.5	3.5 5.9	3.4 5.4
GALE-BAILEY ELEM	3 5	2.7 5.3	2.9 5.0	2.9 5.2
GEN SMALLWOOD MID	8	8.0	8.1	8.1
GLASVA ELEM	3 5	2.5 5.2	3.1 6.3	3.4 5.5
INDIAN HEAD ELEM	3 5	3.1 5.7	3.2 6.2	3.2 5.5
J C PARKS ELEM	3 5	3.2 5.7	3.3 6.0	3.2 5.5
JOHN HANSON MID	8	9.7	9.0	8.8
J P RYON ELEM	3 5	3.5 5.5	3.5 5.7	3.4 5.2
MALCOLM ELEM	3 5	3.4 5.9	3.8 6.6	3.5 5.6
MATTHEW HENSON MID	8	8.8	8.4	8.5
MIDDLETON ELEM	3 5	3.4 5.3	3.4 5.4	3.3 5.1

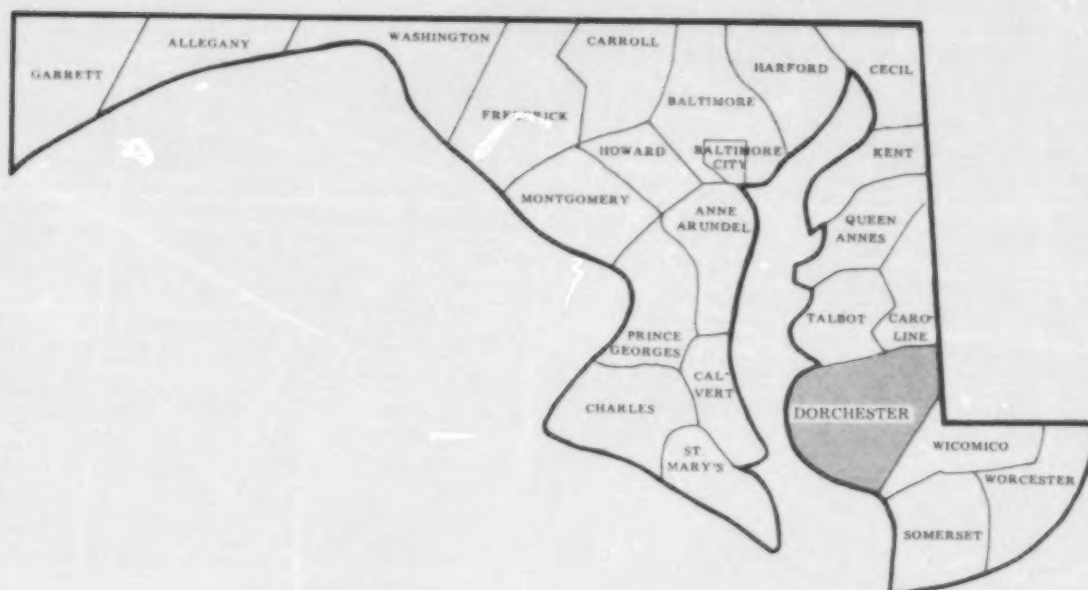
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

CHARLES COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MILTON SOMERS MID	8	9.2	9.6	9.0
MITCHELL ELEM	3	3.6	3.8	3.4
	5	6.1	7.3	6.0
NANJEMOY ELEM	3	2.6	2.8	3.0
	5	4.3	4.2	4.5
PICCOWAXEN MID	8	7.9	6.9	7.9
PORT TOBACCO ELEM	3	2.7	3.0	2.9
	5	5.5	6.3	5.3
T C MARTIN ELEM	3	3.3	3.3	3.4
	5	5.4	5.7	5.6
WAYSIDE ELEM	3	2.3	2.6	3.0
	5	4.8	5.4	5.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

DORCHESTER COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.0	3.2	3.3
5	4.8	5.2	5.1
8	8.1	8.0	8.0

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

DORCHESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CAMBRIDGE MID	8	8.0	8.3	8.1
HURLOCK PRIMARY	3	2.9	3.2	3.0
HURLOCK INTERMEDIATE	5	4.6	4.6	4.7
MACES LANG MID	8	8.2	7.8	8.0
MAPLE ELEM	3 5	2.5 4.9	2.7 4.9	3.0 4.8
NORTH DORCHESTER MID	8	8.0	8.0	7.8
SANDY HILL ELEM	3 5	3.5 5.2	3.5 5.9	3.5 5.3
SOUTH DORCHESTER	3 5	3.7 4.8	4.2 6.0	3.4 5.3
SOUTH DORCHESTER MID	8	8.8	8.8	8.7
ST CLAIR ELEM	3 5	2.6 4.3	2.8 4.6	3.0 5.1
VIENNA ELEM	3 5	2.6 5.2	3.5 6.6	3.3 6.2
WARWICK ELEM	3 5	3.6 5.4	3.9 5.6	3.4 5.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION
FREDERICK COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.2	3.3	3.3
5	5.8	6.0	5.7
8	8.6	8.3	9.0

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BRUNSWICK ELEM	3	3.0	2.9	3.3
	5	5.4	5.3	5.3
BRUNSWICK JR	8	8.6	8.3	9.0
CARROLL MANOR ELEM	3	3.2	3.1	3.2
	5	5.6	6.0	5.2
EAST FREDERICK ELEM	3	2.7	2.7	3.0
	5	5.1	4.7	5.2
EMMITSBURG ELEM	3	2.7	2.5	3.0
	5	5.1	5.1	5.5
GOV THOMAS JOHNSON MID	8	8.6	8.3	9.0
GREEN VALLEY ELEM	3	3.4	3.6	3.4
	5	6.2	6.4	5.9
LEWISTOWN ELEM	3	3.2	3.7	3.3
	5	5.8	6.0	5.9
LIBERTY ELEM	3	3.2	3.3	3.5
	5	5.6	5.8	5.5
MIDDLETOWN ELEM	3	3.4	3.7	3.6
	5	6.2	6.4	6.2
MIDDLETOWN MID	8	9.7	8.8	9.1
MYERSVILLE ELEM	3	3.0	3.3	3.3
	5	6.2	6.6	6.2
NEW MARKET ELEM	3	3.0	3.3	3.3
	5	6.2	6.4	5.9
NEW MARKET MID	8	9.0	8.8	9.1
NEW MIDWAY ELEM	3	2.8	3.2	3.3
	5	6.0	7.1	6.4

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

FREDERICK COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
NORTH FREDERICK ELEM	3	2.8	2.9	3.3
	5	5.6	5.5	5.7
PARKWAY ELEM	3	3.4	3.6	3.4
	5	6.0	6.0	5.6
SABILLASVILLE ELEM	3	2.7	3.1	3.2
	5	5.8	6.4	5.7
SOUTH FREDERICK ELEM	3	2.8	2.9	3.3
	5	5.4	5.5	5.4
THURMONT ELEM	3	3.2	3.8	3.4
	5	5.4	5.8	5.7
THURMONT MID	8	8.3	7.6	8.5
URBANA ELEM	3	3.4	3.3	3.6
	5	6.0	5.8	6.0
VALLEY ELEM	3	3.2	3.2	3.3
	5	5.8	5.8	5.6
WALKERSVILLE ELEM	3	3.2	3.6	3.3
	5	6.2	6.6	6.2
WALKERSVILLE MID	8	9.0	8.8	9.0
WAVERLY ELEM	3	3.4	3.6	3.4
	5	6.2	6.6	5.9
WEST FREDERICK MID	8	8.6	8.1	8.5
WOLFSSVILLE ELEM	3	3.0	3.2	3.4
	5	5.8	5.5	5.5
WOODSBORO ELEM	3	3.0	3.2	3.0
	5	5.4	5.8	5.4
YELLOW SPRINGS ELEM	3	3.0	3.3	3.3
	5	6.2	7.1	6.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

GARRETT COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.4	3.4	3.2
5	5.7	5.8	5.4
8	8.2	7.8	8.3

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ACCIDENT ELEM	3	3.7	4.1	3.2
	5	6.2	6.8	6.0
BLOOMINGTON ELEM	3	2.8	2.6	2.8
	5	4.1	4.2	4.4
BLOOMINGTON JR	8	7.6	6.6	7.4
BROAD FORD ELEM	3	3.4	3.5	3.2
	5	5.8	5.5	5.4
CRELLIN ELEM	3	2.9	3.0	3.2
	5	4.8	4.9	4.8
DENNETT ROAD ELEM	3	3.3	3.2	3.0
	5	6.4	6.0	5.6
FRIENDSVILLE ELEM	3	3.1	3.3	3.3
	5	5.4	5.9	4.8
GRANTSVILLE ELEM	3	3.6	3.8	3.2
	5	6.5	6.6	5.6
KITZMILLER ELEM	3	2.8	3.0	3.3
	5	4.5	4.4	4.7
LOCH LYNN ELEM	3	3.4	3.0	2.9
	5	4.8	5.0	5.0
NORTHERN MID	8	8.1	8.0	8.3
RED HOUSE ELEM	3	3.8	3.5	3.4
	5	5.7	5.9	5.5
ROUTE 40 ELEM	3	4.1	4.2	3.5
	5	5.5	4.6	5.2
SOUTHERN MID	8	8.1	7.6	8.4

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

GARRETT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SWAN MEADOW ELEM	3	3.7	5.5	3.4
	5	5.5	6.7	5.1
SWAN MEADOW JR	8	8.0	8.9	8.4
YODER ELEM	3	3.5	4.3	3.4
	5	6.6	7.2	6.2
	8	8.3	8.2	9.5

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HARFORD COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.7	3.6	3.3
5	6.3	6.6	5.5
8	9.8	9.3	9.0

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ABERDEEN MID	8	8.5	8.2	8.5
BAKERFIELD ELEM	3	3.7	3.3	3.3
	5	6.6	6.7	5.8
BEL AIR ELEM	3	3.9	3.7	3.4
	5	7.2	7.4	5.5
BEL AIR NORTH MID	8	10.5	9.8	9.0
BEL AIR SOUTH MID	8	10.8	10.8	10.0
CHURCHVILLE ELEM	3	3.9	3.6	3.4
	5	6.5	6.5	5.4
DARLINGTON ELEM	3	3.5	3.8	3.3
	5	6.1	6.6	5.5
DEERFIELD ELEM	3	3.6	3.9	3.4
	5	5.9	6.4	5.4
DUBLIN ELEM	3	3.7	3.4	2.9
	5	5.6	5.7	5.1
EDGEWOOD ELEM	3	3.1	3.1	2.8
	5	5.6	5.3	5.2
EDGEWOOD MID	8	8.3	8.0	8.2
FALLSTON HIGH	8	10.8	10.4	10.0
FOREST HILL ELEM	3	3.8	3.7	3.3
	5	6.7	6.4	5.5
HALLS CROSS RDS ELEM	3	3.2	3.3	3.0
	5	4.9	5.3	4.8
HAVRE DE GRACE ELEM	3	3.4	3.2	3.0
	5	5.1	4.7	4.8

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HAVRE DE GRACE MID	8	8.6	8.5	8.5
HICKORY ELEM	3 5	3.6 6.8	3.6 7.1	3.2 5.5
HIGHLAND ELEM	3 5	3.5 6.2	3.4 7.1	3.0 5.4
HILLSDALE ELEM	3 5	3.3 5.3	3.2 5.2	3.2 4.6
HOMESTEAD-WAKEFIELD	3 5	4.2 6.7	4.3 6.8	3.7 5.9
JARRETTSVILLE ELEM	3 5	3.7 7.1	3.4 8.0	3.3 5.7
JOPPATOWNE ELEM	3 5	3.9 6.2	4.2 6.8	3.4 5.3
MAGNOLIA ELEM	3 5	3.5 5.8	3.3 6.3	3.2 5.4
MAGNOLIA MID	8	10.1	10.4	9.0
MEADOWVALE ELEM	3 5	3.5 6.4	3.5 7.2	3.2 5.5
NORRISVILLE ELEM	3 5	4.0 6.7	3.7 7.3	3.5 5.9
NORTH HARFORD MID	8	9.3	8.8	8.9
OAKINGTON ELEM	3 5	3.3 6.1	3.4 6.6	3.3 5.6
PROSPECT MILL ELEM	3 5	3.8 6.5	3.6 6.7	3.5 5.5
RIVERSIDE ELEM	3 5	4.0 7.1	3.7 7.3	3.4 5.8

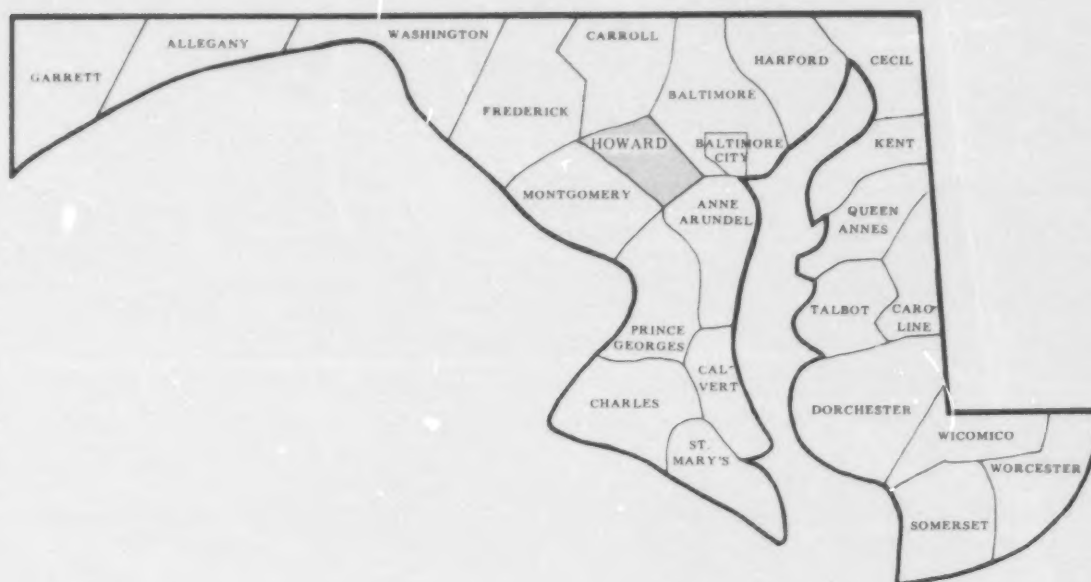
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

HARFORD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SLATE RIDGE ELEM	3	3.5	3.5	3.3
	5	6.3	6.5	5.6
WM PACA-OLD POST RD	3	3.2	3.0	3.0
	5	5.7	5.5	5.2
WM S JAMES ELEM	3	3.8	3.8	3.3
	5	7.2	8.0	5.7
YOUTHS BENEFIT ELEM	3	4.3	4.3	3.4
	5	6.8	6.9	6.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

HOWARD COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	4.2	5.0	3.9
5	7.2	8.0	6.4
8	10.4	10.2	10.0

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ATHOLTON ELEM	3	4.2	5.0	3.9
	5	6.8	7.1	6.4
BRYANT WOODS ELEM	3	4.0	4.5	4.0
	5	7.5	8.0	6.6
BUSHY PARK ELEM	3	4.5	6.6	4.7
	5	7.5	9.7	7.0
CENTENNIAL LANE ELEM	3	4.5	5.2	4.0
	5	7.9	8.3	6.6
CLARKSVILLE ELEM	3	3.9	4.4	3.7
	5	6.9	8.1	6.5
CLARKSVILLE MID	8	10.6	10.5	10.2
CLEMENS CROSSING	3	4.8	6.5	4.9
	5	8.3	8.9	7.2
DASHER GREEN ELEM	3	4.4	5.0	3.8
	5	7.4	8.0	6.2
DUNLOGGIN MID	8	10.9	10.9	10.9
ELKRIDGE ELEM	3	3.6	3.9	3.6
	5	6.3	6.6	5.8
ELLICOTT CITY MID	8	10.2	10.0	9.6
FAULKNER RIDGE	3	4.3	4.4	4.0
	5	7.8	8.5	6.9
GLENWOOD MID	8	10.0	10.0	9.7
GUILFORD ELEM	3	3.5	5.2	4.1
	5	5.5	8.1	6.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HAMMOND ELEM	3	4.0	4.2	3.4
	5	7.0	8.6	6.7
HAMMOND MID	8	10.2	9.8	9.9
HARPERS CHOICE MID	8	10.8	10.5	10.5
JEFFERS HILL ELEM	3	4.3	5.3	3.8
	5	6.9	7.6	5.7
LISBON ELEM	3	4.2	4.8	3.5
	5	6.2	6.8	5.8
LONGFELLOW ELEM	3	4.5	4.9	3.8
	5	7.5	7.8	6.2
NORTHFIELD ELEM	3	4.6	5.7	4.3
	5	7.6	9.5	6.8
OAKLAND MILLS MID	8	10.7	10.4	9.7
OWEN BROWN MID	8	10.3	10.0	9.7
PATAPSCO MID	8	10.4	10.6	10.0
PHELPS LUCK ELEM	3	4.3	5.2	3.7
	5	7.9	8.3	6.6
ROCKLAND ELEM	3	3.9	4.4	3.6
	5	6.1	7.0	6.1
RUNNING BROOK ELEM	3	4.6	5.5	4.1
	5	6.9	7.2	6.4
ST JOHNS LANE ELEM	3	4.3	5.1	3.8
	5	7.5	8.1	6.3
STEVENS FOREST ELEM	3	3.9	4.8	3.6
	5	7.5	8.6	6.4
SWANFIELD ELEM	3	4.3	5.2	3.8
	5	7.7	8.5	6.6

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

HOWARD COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
TALBOTT SPRINGS ELEM	3	4.2	5.4	3.8
	5	7.1	7.5	6.2
THUNDER HILL ELEM	3	4.4	4.9	4.0
	5	7.7	8.4	6.6
WATERLOO ELEM	3	3.5	4.1	3.4
	5	6.5	6.4	5.7
WATERLOO MID	8	9.5	8.8	8.8
WEST FRIENDSHIP ELEM	3	3.8	4.2	3.3
	5	7.4	7.7	6.2
WHISKEY BOTTOM RD	3	3.7	3.9	3.4
	5	6.6	6.9	5.7
WILDE LAKE MID	8	10.9	10.6	10.5
WORTHINGTON ELEM	3	4.1	4.3	3.6
	5	7.2	7.7	6.2

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

KENT COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.9	4.4	3.6
5	5.9	6.9	5.7
8	9.4	10.0	8.8

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

KENT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CHESTERTOWN ELEM	3	4.2	3.8	3.6
CHESTERTOWN MID	5	6.1	7.1	5.9
	8	9.2	9.7	8.7
GALENA ELEM	3	4.2	4.4	3.4
	5	5.4	6.7	5.5
GALENA MID	8	10.4	11.3	9.1
MILLINGTON ELEM	3	3.9	4.5	3.6
ROCK HALL ELEM	3	3.7	3.5	3.2
ROCK HALL MID	5	5.9	6.7	5.7
	8	8.5	8.8	8.5
WORTON ELEM	3	3.9	6.0	4.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

MONTGOMERY COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	4.0	4.3	3.6
5	6.8	7.9	6.3
8	10.8	11.1	10.2

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ARCOLA ELEM	3	3.8	4.4	3.4
	5	7.8	9.0	6.4
ARGYLE JR	8	10.0	10.0	9.8
ASHBURTON ELEM	3	3.9	3.8	3.5
	5	6.7	6.6	6.5
AYRLAWN ELEM	3	3.9	4.6	3.6
	5	7.7	9.3	7.3
BANNOCKBURN ELEM	3	4.1	5.6	4.0
	5	8.0	9.2	7.3
BEL PRE ELEM	3	3.7	4.2	3.7
	5	6.1	7.0	6.0
BELLS MILL ELEM	3	4.0	4.6	3.6
	5	7.6	9.9	7.1
BELMONT ELEM	3	4.4	4.5	3.6
	5	8.0	8.0	6.0
BENJ BANNEKER JR	8	11.0	10.8	10.6
BETHESDA ELEM	3	4.5	5.1	3.7
	5	7.8	8.8	6.5
BEVERLY FARMS ELEM	3	4.6	4.9	3.9
	5	7.9	8.7	6.8
BRADLEY ELEM	3	4.1	4.4	3.8
	5	8.0	9.2	7.5
BROAD ACRES ELEM	3	2.7	3.0	3.3
	5	5.3	6.7	5.3
BROOKHAVEN ELEM	3	3.8	4.1	3.5
	5	7.6	8.3	6.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BROOKMONT ELEM	3	4.7	5.5	4.6
	5	8.4	9.9	7.6
BROOKVIEW ELEM	3	3.8	3.5	3.4
	5	5.4	6.7	5.2
BROWN STATION ELEM	3	3.7	4.2	3.4
	5	6.7	7.8	6.2
BURNING TREE ELEM	3	5.0	6.7	4.7
	5	8.8	10.7	7.8
BURTONSVILLE ELEM	3	3.8	4.4	3.6
	5	8.0	8.6	6.6
CABIN JOHN JR	8	12.0	12.9	11.9
CANDLEWOOD ELEM	3	4.1	4.1	3.7
	5	6.8	8.0	6.2
CANNON ROAD ELEM	3	4.0	4.5	3.7
	5	6.9	8.0	6.3
CARDEROCK SPGS ELEM	3	4.4		4.5
	5	7.6	9.6	6.9
CASHELL ELEM	3	4.0	4.2	3.6
	5	6.5	8.0	6.5
CEDAR GROVE ELEM	3	3.7	4.3	3.5
	5	7.8	8.3	6.0
CHEVY CHASE ELEM	3	3.9	3.8	3.7
	5	6.9	8.0	6.6
CLARKSBURG ELEM	3	3.9	3.6	3.6
	5	5.8	5.9	5.6
CLOVERLY ELEM	3	4.1	4.2	3.5
	5	7.1	8.3	6.3
COLD SPRING ELEM	3	4.2	4.6	3.8
	5	7.2	8.0	7.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
COLLEGE GARDENS ELEM	3	4.5	4.5	3.9
	5	7.2	8.2	6.4
COL E BROOKE LEE JR	8	11.0	11.2	11.1
COL JOSEPH BELT JR	8	9.7	10.5	9.0
CONGRESSIONAL ELEM	3	4.0	4.3	3.8
	5	6.1	7.4	6.3
CONNECTICUT PARK	3	4.2	6.3	3.5
	5	6.4	7.5	6.0
CRESTHAVEN ELEM	3	4.1	4.7	4.0
	5	7.3	7.9	6.2
DAMASCUS ELEM	3	3.8	4.9	3.6
	5	6.0	6.7	6.2
DARNESTOWN ELEM	3	4.2	4.3	3.9
	5	8.0	8.9	6.9
DIAMOND ELEM	3	4.3	5.3	3.9
	5	6.8	8.0	6.5
DUFIEF ELEM	3	4.0	4.5	3.9
	5	6.9	8.0	6.4
EARLE B WOOD JR	8	11.7	12.9	12.5
EAST SILVER SPR ELEM	3	3.8	4.1	3.4
EASTERN JR	8	10.2	11.0	10.0
EDWIN W BROOME MID	8	10.0	9.0	9.0
FAIRLAND ELEM	3	4.1	4.3	3.6
	5	7.3	8.5	6.6
FALLSMEAD ELEM	3	4.4	5.1	4.0
	5	7.3	9.0	7.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
FARMLAND ELEM	3	4.6	6.4	4.4
	5	8.7	11.1	7.9
FIELDS ROAD ELEM	3	3.4	3.7	3.3
	5	6.7	7.8	6.2
FLOWER VALLEY ELEM	3	4.0	4.4	3.6
	5	7.3	8.0	6.8
FOREST GROVE ELEM	3	3.9	4.1	3.6
	5	6.7	7.9	6.2
FOREST KNOLLS ELEM	3	3.8	3.6	3.4
	5	7.1	8.8	6.5
FOUR CORNERS ELEM	3	3.6	3.5	3.6
	5	6.6	7.1	6.2
FOX CHAPEL ELEM	3	3.9	4.6	3.5
	5	6.9	8.3	6.8
FRANCIS SCOTT KEY JR	8	10.4	10.8	10.1
GAITHERSBURG ELEM	3	3.6	3.4	3.4
	5	6.1	6.5	5.5
GAITHERSBURG JR	8	9.9	9.6	9.1
GAILWAY ELEM	3	4.1	3.9	3.7
	5	6.7	7.6	6.5
GARRETT PARK ELEM	3	4.0	3.8	3.6
	5	6.8	7.9	6.0
GEORGETOWN HILL ELEM	3	4.9	5.1	4.4
	5	7.9	9.1	7.0
GEORGIAN FOREST ELEM	3	3.4	3.7	3.6
	5	6.7	7.6	6.2
GERMANTOWN ELEM	3	4.1	4.6	3.6
	5	6.6	7.2	6.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
GLENALLAN ELEM	3	3.6	3.8	3.4
	5	5.5	6.2	5.1
GLEN HAVEN ELEM	3	3.8	3.5	3.4
	5	6.0	5.7	5.5
GREENWOOD ELEM	3	4.2	5.5	3.8
	5	6.7	8.0	6.2
HARMONY HILLS ELEM	3	3.5	3.5	3.3
	5	6.5	6.5	6.2
HERBERT HOOVER JR	8	12.9	12.9	12.5
HIGHLAND ELEM	3	3.2	3.3	2.9
	5	5.4	5.8	5.5
HIGHLAND VIEW ELEM	3	4.2	4.1	3.7
	5	6.5	7.3	5.3
HUNGERFORD PK ELEM	3	3.7	3.8	3.6
	5	6.5	7.3	6.0
JACKSON ROAD ELEM	3	4.0	4.5	3.5
	5	7.1	8.0	6.7
JOHN T BAKER JR	8	10.0	10.5	10.0
JULIUS WEST MID	8	10.7	10.8	10.2
KEMP MILL ELEM	3	4.5	6.7	5.5
	5	6.8	8.1	6.4
KENSINGTON ELEM	3	3.8	3.4	3.4
	5	6.3	6.9	5.8
LAKE NORMANDY ELEM	3	4.9	5.4	4.3
	5	8.0	8.5	7.4
LAKEWOOD ELEM	3	4.0	4.7	4.0
	5	7.1	8.4	6.4
LAYTONSVILLE ELEM	3	4.1	4.4	3.5
	5	7.2	7.7	6.8

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
LELAND JR	8	11.6	11.5	10.2
LONE OAK ELEM	3	3.9	4.2	3.2
	5	5.4	5.5	5.4
LUCY BARNSLEY ELEM	3	4.1	4.4	3.7
	5	7.2	9.2	7.0
LUXMANOR ELEM	3	4.4	5.1	4.0
	5	8.0	10.4	7.0
LYNNBROOK ELEM	3	3.7	3.4	3.3
	5	6.2	6.9	5.9
MARYVALE ELEM	3	2.8	2.8	3.0
	5	4.9	4.5	4.8
MEADOW HALL ELEM	3	4.0	4.2	3.6
	5	6.0	6.6	5.6
MILL CREEK TOWNE	3	4.0	4.1	3.6
	5	6.3	7.6	6.3
MONOCACY ELEM	3	3.6	3.7	3.4
	5	7.3	8.0	6.4
MONTGOMERY VILLAGE	8	10.9	11.0	10.3
MONTROSE ELEM	3	2.8	2.7	2.9
	5	5.7	6.4	5.6
NEW HAMPSHIRE ESTATE	3	3.6	3.9	3.3
NEWPORT MID	8	10.6	9.7	8.8
NORTH BETHESDA JR	8	12.4	12.9	11.8
NORTH CHEVY CHASE	3	3.9	3.9	3.4
	5	7.6	8.2	6.3
NORTH LAKE ELEM	3	4.3	4.9	4.0
	5	7.3	9.3	6.0

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
OAK VIEW ELEM	3	3.3	3.4	3.4
	5	5.8	6.2	5.6
OAKLAND TERR ELEM	3	3.9	4.2	3.5
	5	7.3	7.3	6.0
OLNEY ELEM	3	3.9	4.3	3.6
	5	6.4	7.6	6.0
PARKLAND JR	8	10.1	10.9	10.0
PARKWOOD ELEM	3	3.5	3.6	3.4
	5	6.2	7.1	5.9
PINE CREST ELEM	3	3.8	3.8	3.4
	5	6.2	6.7	5.4
PINEY BRANCH ELEM	5	6.2	6.5	5.4
PLEASANT VIEW ELEM	3	3.6	4.1	3.4
	5	6.3	6.3	5.7
POOLESVILLE ELEM	3	3.7	3.8	3.5
	5	6.0	6.4	5.5
POOLESVILLE JR	8	8.7	9.0	9.4
POTOMAC ELEM	3	4.7	5.3	4.4
	5	7.9	9.5	7.4
RADNOR ELEM	3	4.3	4.8	3.9
	5	7.9	9.5	6.9
REDLAND MID	8	10.5	10.7	10.0
RIDGEVIEW JR	8	10.1	10.4	10.0
RITCHIE PARK ELEM	3	4.6	6.4	4.3
	5	7.9	9.5	6.8
ROBERT FROST JR	8	11.7	12.5	12.5
ROCK CRK FOREST ELEM	3	4.0	4.5	3.9
	5	7.2	7.9	6.2

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ROCK CRK PALISADES	3	4.0	3.6	3.6
	5	6.8	8.0	6.2
ROCK CRK VALLEY ELEM	3	3.8	3.9	3.9
	5	7.2	8.6	6.4
ROCKING HORSE RD	3	3.8	4.4	3.3
	5	5.5	6.0	5.4
ROLLING TERR ELEM	3	3.6	4.1	3.5
	5	8.0	8.5	6.6
ROLLINGWOOD ELEM	3	4.2	5.2	3.9
	5	8.0	8.5	6.6
ROSEMONT ELEM	3	3.1	3.1	3.3
	5	6.0	7.4	5.9
SADDLEBROOK ELEM	3	3.7	3.9	4.0
	5	6.4	6.8	6.2
SEVEN LOCKS ELEM	3	4.4	5.7	4.3
	5	8.0	9.0	6.7
SHERWOOD ELEM	3	4.0	4.6	3.7
	5	6.5	7.4	6.4
SLIGO JR	8	10.2	10.4	9.4
SOMERSET ELEM	3	5.1	6.7	4.7
	5	7.7	8.3	6.8
SOUTH LAKE ELEM	3	4.1	3.9	3.7
	5	6.5	7.0	5.7
STEDWICK ELEM	3	3.9	4.3	3.7
	5	7.4	8.3	6.4
STONEGATE ELEM	3	4.3	4.8	3.7
	5	7.7	8.6	7.0
STRATHMORE ELEM	3	3.8	4.2	3.7
	5	5.3	6.0	5.6

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SUMMIT HALL ELEM	3	3.8	4.9	3.6
	5	6.8	7.1	5.9
TAKOMA PARK ELEM	3	3.8	3.7	3.5
TAKOMA PARK JR	8	3.8	8.7	8.7
THOMAS W PYLE JR	8	12.9	12.9	12.5
TILDEN JR	8	11.7	12.9	12.5
TRAVILAH ELEM	3	4.0	4.2	3.6
	5	6.8	8.0	6.0
TWINBROOK ELEM	3	3.3	3.3	2.9
	5	6.2	6.9	6.2
VIERS MILL ELEM	3	3.4	3.6	3.4
	5	5.7	7.4	5.6
WASHINGTON GROVE	3	3.7	4.3	3.4
	5	6.6	7.9	5.8
WATKINS MILL ELEM	3	4.0	4.0	3.6
	5	6.3	6.7	5.9
WAYSIDE ELEM	3	4.5	5.4	4.3
	5	7.8	8.6	7.1
WELLER ROAD ELEM	3	3.6	3.4	3.3
	5	6.1	6.5	5.7
WEST ROCKVILLE ELEM	3	3.0	3.0	3.0
	5	5.8	6.4	6.0
WESTBROOK ELEM	3	4.7	5.1	4.0
	5	8.0	8.6	6.4
WESTERN JR	8	12.9	12.9	11.2
WESTOVER ELEM	3	4.0	4.9	3.7
	5	6.8	8.0	6.3

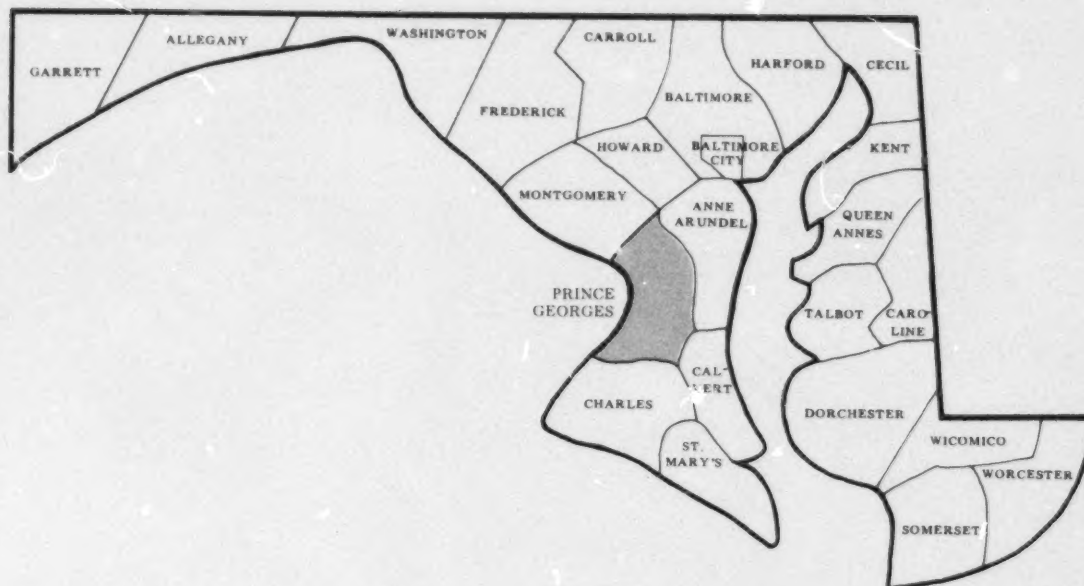
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

MONTGOMERY COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
WHEATON WOODS ELEM	3	3.7	4.0	3.4
	5	6.3	6.7	5.6
WHETSTONE ELEM	3	4.2	4.5	3.8
	5	6.8	7.8	6.3
WHITE OAK JR	8	11.3	11.6	11.1
WM H FARQUHAR MID	8	10.1	10.2	10.0
WM TYLER PAGE ELEM	3	4.3	4.7	3.7
	5	6.7	7.3	6.2
WOOD ACRES ELEM	3	4.9	5.2	4.2
	5	8.2	10.0	6.7
WOODFIELD ELEM	3	4.3	5.6	4.0
	5	7.3	9.8	6.7
WOODLIN ELEM	3	3.3	3.4	3.2
WOODSIDE ELEM	5	5.5	4.7	5.3
WYNGATE ELEM	3	4.9	4.7	3.9
	5	8.5	9.6	7.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

PRINCE GEORGE'S COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.0	3.3	3.0
5	5.2	5.4	5.1
8	8.2	8.4	8.4

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
ACCOKEEK ELEM	3	2.7	3.5	3.4
	5	6.0	6.8	5.4
ADELPHI ELEM	3	3.1	2.7	2.8
	5	5.3	6.5	5.2
ALLENWOOD ELEM	3	2.9	3.2	3.4
	5	5.4	6.0	5.3
ANDREW JACKSON JR	8	7.1	6.9	8.0
ANDREWS AFB ELEM	3	3.4	3.4	3.0
	5	6.5	7.0	5.5
APPLE GROVE ELEM	3	3.5	3.7	3.3
	5	4.9	5.0	4.9
ARDMORE ELEM	3	2.9	3.3	2.9
	5	4.5	5.2	4.9
ARROWHEAD ELEM	3	3.2	4.0	3.2
	5	5.5	5.8	5.4
AVALON ELEM	3	3.1	3.5	2.6
	5	4.7	5.3	5.3
BADEN ELEM	3	3.1	3.5	3.2
	5	4.4	4.5	4.8
BARNARY MANOR ELEM	3	2.6	2.7	2.8
	5	4.5	4.5	4.6
BEACON HGTS ELEM	3	2.3	2.5	2.6
	5	4.9	4.5	4.7
BEAVER HGTS ELEM	3	2.7	2.6	2.9
	5	4.9	5.5	5.2
BELAIR JR	8	9.0	9.9	9.0

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BELTSVILLE ELEM	3	3.2	3.4	3.2
	5	5.9	6.4	5.5
BELTSVILLE JR	8	9.3	10.2	9.0
BENJ D FOULOIS JR	8	7.3	6.9	7.8
BENJAMIN STODDERT JR	8	7.4	7.1	7.9
BENJAMIN TASKER JR	8	8.7	9.7	9.7
BERKSHIRE ELEM	3	2.4	2.6	2.3
	5	4.8	4.6	4.9
BERWYN HGTS ELEM	3	2.8	3.2	3.3
	5	5.5	5.5	5.3
BLADENSBURG ELEM	3	2.8	2.7	2.8
	5	4.5	4.6	4.5
BLADENSBURG JR	8	7.5	7.6	8.0
BOND MILL ELEM	3	4.1	4.8	3.7
	5	7.6	8.6	6.5
BRADBURY HGTS ELEM	3	2.4	2.8	2.9
	5	4.1	3.9	4.1
BRANDYWINE ELEM	3	2.7	2.7	2.9
	5	5.1	5.5	5.1
BUCKINGHAM ELEM	3	3.8	4.1	3.5
	5	6.6	7.8	5.7
BUCK LODGE JR	8	8.4	8.7	8.8
CALVERTON ELEM	3	3.4	3.5	3.4
	5	6.1	6.7	5.5
CAMP SPRINGS ELEM	3	3.0	3.7	3.4
	5	5.3	5.5	5.2
CAPITOL HGTS ELEM	3	3.4	3.8	3.5
	5	4.5	5.5	5.1

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CARMODY HILLS ELEM	3	2.7	3.1	2.9
	5	4.5	4.7	4.5
CAROLE HIGHLANDS	3	2.8	3.2	2.9
	5	4.8	5.4	4.8
CARROLLTON ELEM	3	3.1	3.7	3.3
	5	5.4	6.4	5.4
CATHERINE T REED	3	2.7	2.7	2.9
	5	5.6	6.3	5.4
CHAPEL FORGE ELEM	3	4.0	4.7	3.6
	5	6.6	7.3	5.7
CHARLES CARROLL JR	8	8.7	8.6	8.8
CHEROKEE LANE ELEM	3	3.6	3.8	3.4
	5	5.5	6.4	5.2
CHESTNUT HILLS ELEM	3	3.4	4.0	3.4
	5	5.6	5.6	5.2
CHEVERLY TUXEDO ELEM	3	2.9	3.4	3.0
	5	6.4	6.9	5.4
CHILLUM ELEM	3	2.5	2.8	2.6
	5	4.7	4.6	4.6
CLINTON GROVE ELEM	3	3.6	4.7	3.3
	5	5.5	5.6	5.2
COLMAR MANOR ELEM	3	2.4	2.7	2.5
	5	4.1	4.2	4.2
COLUMBIA PARK ELEM	3	2.7	3.1	3.2
	5	4.0	4.3	4.5
CONCORD ELEM	3	2.2	2.6	2.6
	5	4.5	5.4	4.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
COOPER LANE ELEM	3	2.8	2.9	2.9
	5	4.6	4.7	4.7
CRESTVIEW ELEM	3	3.7	4.2	3.5
	5	6.2	6.4	5.5
DEERFIELD RUN ELEM	3	3.5	3.6	3.3
	5	5.8	6.3	5.7
DISTRICT HGTS ELEM	3	2.4	2.8	2.6
	5	5.1	5.0	4.8
DODGE PARK ELEM	3	2.1	2.5	2.4
	5	4.5	4.6	4.4
DOSWELL E BROOKS	3	2.3	2.6	2.3
	5	4.5	4.6	4.4
DWIGHT EISENHOWER JR	8	8.9	9.5	9.0
EDGAR ALLAN POE ELEM	3	2.7	3.1	2.6
	5	5.5	6.5	5.3
EUGENE BURROUGHS JR	8	10.5	10.2	10.0
FLINTSTONE ELEM	3	2.3	2.6	2.5
	5	5.5	6.5	5.3
FOREST HGTS ELEM	3	2.7	3.0	2.6
	5	4.1	4.2	4.4
FORESTVILLE ELEM	3	3.0	3.1	2.9
	5	4.5	4.3	4.8
FORT FOOTE ELEM	3	3.2	3.5	3.2
	5	5.3	5.3	5.2
FT WASHINGTON FST	3	3.6	3.8	3.2
	5	6.7	7.2	5.6
FRANCIS SCOTT KEY	8	6.9	6.9	7.5
FRANCIS T EVANS ELEM	3	3.4	3.3	3.3
	5	5.8	6.8	5.6

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
FREDERICK SASSCER JR	8	8.7	8.6	8.7
G GARDNER SHUGART JR	8	7.8	8.0	7.9
GAYWOOD ELEM	3	3.3	3.8	3.4
	5	6.1	6.4	5.6
GLASSMANOR ELEM	3	2.3	2.9	2.6
	5	4.3	4.2	4.5
GLENARDEN WOODS ELEM	3	2.8	3.3	3.2
	5	4.7	5.3	5.2
GLENRIDGE JR	8	7.4	7.4	8.0
GREEN VALLEY ELEM	3	2.7	3.2	3.2
	5	5.0	5.1	5.1
GREENBELT CENTER	3	3.3	3.3	3.2
	5	5.4	5.5	5.2
GREENBELT JR	8	8.3	8.0	8.2
GREENBELT NORTH END	3	3.1	3.6	3.2
	5	5.0	5.7	5.2
GWYNN PARK JR	8	8.0	8.0	8.2
HAPPY ACRES ELEM	3	2.9	3.0	3.2
	5	4.8	5.0	5.2
HARMONY HALL ELEM	3	3.3	3.7	3.5
	5	6.9	8.0	5.9
HEATHER HILLS ELEM	3	3.8	4.4	3.7
	5	6.3	7.6	6.5
HENRY FERGUSON ELEM	3	2.9	3.5	2.8
	5	5.2	5.3	4.8
HIGH BRIDGE ELEM	3	3.6	4.6	3.4
	5	5.4	6.0	5.3

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HILLCREST HGTS ELEM	3	2.8	2.7	2.9
	5	4.5	4.4	4.6
HOLLYWOOD ELEM	3	3.3	3.2	3.3
	5	5.9	5.6	5.2
HYATTSVILLE ELEM	3	3.7	3.7	3.3
	5	4.9	5.0	4.8
HYATTSVILLE JR	8	10.0	10.2	9.9
INDIAN QUEEN ELEM	3	3.7	4.7	3.6
	5	6.2	7.0	5.7
J ENOS RAY ELEM	3	3.0	2.8	2.8
	5	4.6	4.7	4.6
J FRANK DENT ELEM	3	3.1	2.6	3.0
	5	5.3	5.9	4.7
JAMES HARRISON ELEM	3	3.6	3.9	3.4
	5	6.2	6.9	5.2
JAMES MADISON JR	8	8.4	8.4	8.7
JAMES MCHENRY ELEM	3	3.1	3.6	3.4
	5	5.1	5.1	5.3
JAMES R RANDALL ELEM	3	3.7	3.8	3.3
	5	5.9	6.8	5.3
JOHN CARROLL ELEM	3	2.8	2.6	3.2
	5	4.8	5.0	4.7
JOHN E HOWARD ELEM	3	2.9	3.3	2.9
	5	5.1	5.0	4.8
JOHN H BAYNE ELEM	3	2.6	2.7	2.6
	5	5.2	4.7	4.5
JOHN HANSON JR	8	8.0	7.9	8.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
KENILWORTH ELEM	3	3.9	3.8	3.4
	5	6.2	6.7	5.7
KENMOOR ELEM	3	2.8	2.9	2.6
	5	4.2	4.0	4.6
KENMOOR JR	8	6.9	6.5	7.8
KENTLAND ELEM	3	2.3	2.5	2.9
	5	3.9	3.8	4.3
KETTERING ELEM	3	3.5	3.7	3.4
	5	5.8	6.5	5.6
KETTERING JR	8	8.9	9.3	9.0
LAMONT ELEM	3	3.2	3.2	2.9
	5	5.1	5.4	4.7
LANDOVER HILLS ELEM	3	2.8	3.1	3.2
	5	4.5	4.7	4.7
LANGLEY PK-MCCORMICK	3	2.6	2.8	2.8
	5	4.3	4.5	4.7
LAUREL ELEM	3	3.2	3.2	3.0
	5	5.0	5.0	4.9
LAUREL JR	8	9.6	10.0	9.2
LEWISDALE ELEM	3	2.7	3.2	2.9
	5	4.7	5.0	4.7
LONGFIELDS ELEM	3	2.4	2.6	2.6
	5	4.0	4.0	4.3
LORD BALTIMORE JR	8	8.1	8.1	8.4
LYNDON HILL ELEM	3	3.1	3.2	3.0
	5	4.9	5.0	4.8
MAGNOLIA ELEM	3	4.0	5.3	4.0
	5	5.6	6.6	4.9

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
MARGARET EDMONSTON	3	3.6	4.3	3.7
	5	5.7	6.3	5.5
MARLTON ELEM	3	3.6	3.9	3.4
	5	6.4	6.7	5.9
MARTIN LUTHER KING	8	10.0	10.3	10.0
MARY M BETHUNE JR	8	8.0	8.0	8.0
MATTAPONI ELEM	3	3.6	3.7	3.3
	5	5.8	6.6	5.4
MATTHEW HENSON ELEM	3	2.7	3.4	3.0
	5	4.2	4.2	4.4
MEADOWBROOK ELEM	3	3.9	4.6	3.4
	5	6.7	7.4	5.5
MELWOOD ELEM	3	3.5	3.6	3.2
	5	5.4	6.0	5.2
MIDDLETON VALLEY	3	3.2	3.8	3.2
	5	5.6	6.8	5.4
MONTPELIER ELEM	3	4.2	4.4	3.4
	5	6.4	7.2	5.7
MORRINGSIDE ELEM	3	2.7	3.3	3.2
	5	4.5	4.4	4.4
MT RAINIER ELEM	3	2.6	2.5	2.6
	5	4.9	5.2	5.1
MT RAINIER JR	8	7.2	7.2	7.5
NORTH FORESTVILLE	3	3.1	3.1	3.0
	5	4.8	4.7	4.7
NICHOLAS OREM JR	8	8.0	8.2	8.0
OAKCREST ELEM	3	3.2	3.5	3.3
	5	5.1	5.1	4.5

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
OAKLANDS ELEM	3	4.0	4.6	3.6
	5	5.7	7.2	5.6
OVERLOOK ELEM	3	2.5	2.4	2.4
	5	4.8	4.5	4.5
OWENS ROAD ELEM	3	2.7	3.0	2.6
	5	4.2	4.7	4.7
OXON HILL ELEM	3	2.8	3.0	3.0
	5	5.1	5.2	5.0
OXON HILL JR	8	8.4	8.4	8.8
PAINT BRANCH ELEM	3	3.4	3.2	3.2
	5	5.3	5.0	5.3
PARKWAY ELEM	3	2.7	3.1	2.8
	5	4.8	4.5	4.8
PATUXENT ELEM	3	3.0	3.2	2.8
	5	4.5	4.8	4.5
PHYLLIS WILLIAMS	3	3.3	3.4	3.3
	5	5.6	6.0	5.2
POINTER RIDGE ELEM	3	3.3	3.8	3.4
	5	6.2	7.3	5.8
POTOMAC LANDING ELEM	3	3.4	3.4	3.2
	5	6.4	7.3	5.6
POWDER MILL ELEM	3	2.8	3.6	3.3
	5	4.9	5.5	5.1
PRINCETON ELEM	3	2.7	3.4	3.0
	5	5.2	5.0	5.1
RIDGECREST ELEM	3	3.1	3.4	3.0
	5	5.5	5.4	5.6
RITCHIE ELEM	3	2.7	2.8	2.6
	5	4.7	4.5	4.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
RIVERDALE ELEM	3	2.5	3.0	3.0
	5	4.8	4.6	4.9
RIVERDALE HILLS ELEM	3	3.1	3.0	3.0
	5	4.7	5.0	4.9
ROBERT FROST ELEM	3	3.8	4.1	4.0
	5	5.5	6.6	5.6
ROBERT GODDARD JR	8	8.0	8.3	8.1
ROCKLEDGE ELEM	3	4.3	4.4	3.3
	5	7.3	8.1	5.7
ROGER B TANNEY JR	8	8.6	8.6	8.7
ROGERS HGTS ELEM	3	2.5	2.9	2.9
	5	4.3	4.4	4.7
ROLLINGCREST JR	8	7.8	8.0	8.0
ROSECROFT PARK ELEM	3	2.8	3.1	3.0
	5	4.5	4.6	4.9
ROSE VALLEY ELEM	3	3.5	3.4	3.2
	5	5.5	5.5	5.4
SAMUEL B CHASE ELEM	3	2.7	3.2	2.6
	5	4.9	4.6	4.8
SAMUEL FB MORSE ELEM	3	2.5	2.4	2.6
	5	5.0	4.7	5.0
SAMUEL OGLE JR	8	10.7	11.7	10.0
SANDYMOUNT ELEM	3	2.6	2.8	2.8
	5	4.6	4.9	5.2
SEABROOK ELEM	3	2.8	3.6	3.2
	5	5.5	6.2	4.9
SEAT PLEASANT ELEM	3	3.0	4.0	3.4
	5	4.8	5.6	5.6

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COM ^o GE	LANG TOT GE	MATH TOT GE
SHADYSIDE ELEM	3	2.5	2.8	2.5
	5	4.7	5.2	5.1
SKYLINE ELEM	3	2.7	2.7	3.0
	5	5.4	5.0	4.8
SPAULDING JR	8	7.1	7.1	8.0
SPRINGHILL LAKE ELEM	3	3.2	3.6	3.3
	5	5.1	5.5	5.3
STEPHEN DECATUR JR	8	8.1	8.3	8.2
SUITLAND JR	8	6.4	6.8	7.5
SURREATTSVILLE ELEM	3	3.8	3.6	3.4
	5	5.6	6.2	5.4
SURREATTSVILLE JR	8	9.6	9.6	9.0
TALL OAKS ELEM	3	3.5	3.4	3.3
	5	5.8	6.7	5.5
TANGLEWOOD ELEM	3	3.6	3.7	3.4
	5	4.8	4.5	4.7
TAYAC ELEM	3	3.3	3.5	3.2
	5	5.1	5.7	5.1
TEMPLETON ELEM	3	2.5	3.2	2.8
	5	4.7	4.5	4.6
THOMAS ADDISON ELEM	3	3.5	3.7	3.2
	5	6.0	6.5	6.3
THOMAS CLAGGETT ELEM	3	2.4	2.7	2.4
	5	4.0	3.9	4.3
THOMAS JOHNSON JR	8	8.2	8.4	8.6
THOMAS G PULLEN JR	8	8.5	8.3	8.6
THOMAS S STONE ELEM	3	2.6	2.8	2.6
	5	4.7	4.7	4.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

PRINCE GEORGE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
TULIP GROVE ELEM	3	3.1	2.7	3.0
	5	5.3	5.8	5.3
UNIVERSITY PARK ELEM	3	3.5	3.6	3.6
	5	6.7	7.6	5.5
VALLEY VIEW ELEM	3	2.5	2.8	2.5
	5	4.1	4.1	4.5
WALDON WOODS ELEM	3	3.5	4.3	3.4
	5	5.7	5.8	5.4
WALKER MILL JR	8	7.6	7.8	7.9
WEST LANHAM HILLS	3	2.7	3.2	3.0
	5	4.3	4.4	4.4
WILLIAM BEANES ELEM	3	2.4	2.5	2.4
	5	4.3	4.5	4.4
WILLIAM PACA ELEM	3	2.8	2.8	2.8
	5	4.5	4.5	4.6
WILLIAM WIRT JR	8	7.4	6.9	7.8
WOODLEY KNOLL ELEM	5	4.9	5.3	4.9
WOODMORE ELEM	3	2.8	2.8	2.9
	5	5.2	5.3	5.2
WOODRIDGE ELEM	3	2.6	3.2	3.2
	5	4.5	5.2	4.8
YORKTOWN ELEM	3	3.9	4.3	3.5
	5	6.8	8.0	6.2

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

QUEEN ANNE'S COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.2	3.6	3.2
5	5.9	6.2	5.6
8	8.8	8.8	8.8

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

QUEEN ANNE'S COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CENTREVILLE ELEM	3	3.2	3.2	3.2
CENTREVILLE MID	5	5.4	5.4	5.6
	8	8.6	8.5	8.3
CHURCH HILL ELEM	3	2.7	3.4	3.2
GRASONVILLE ELEM	3	3.0	3.2	3.0
KENT ISLAND ELEM	3	3.3	3.6	3.4
STEVENSVILLE MID	5	6.1	6.6	5.5
	8	9.7	10.0	8.5
SUDLERSVILLE ELEM	3	2.8	3.2	3.2
SUDLERSVILLE MID	5	5.2	5.3	5.4
	8	7.8	8.0	8.0

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

ST. MARY'S COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.4	3.4	3.2
5	5.7	6.3	5.5
8	8.7	8.5	8.3

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ST. MARYS COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BANNEKER ELEM	3	3.3	3.1	3.2
	5	5.2	5.0	4.9
CARVER ELEM	3	2.6	3.2	3.3
	5	5.6	5.8	5.1
DYNARD ELEM	3	3.2	3.4	3.3
	5	5.2	5.3	5.3
ESPERANZA MID	8	9.6	9.2	8.9
FRANK KNOX ELEM	3	3.1	2.8	3.0
	5	5.7	6.3	5.4
GREENVIEW KNOLLS	3	3.3	3.3	3.2
	5	5.6	6.6	5.5
HOLLYWOOD ELEM	3	3.6	3.7	3.3
	5	5.7	5.3	5.5
LEONARDTOWN ELEM	3	4.4	3.8	3.5
	5	6.9	7.6	6.9
LEONARDTOWN MID	8	8.3	8.2	8.3
LEXINGTON PARK ELEM	3	3.0	2.8	3.0
	5	5.8	5.9	5.5
LETTIE M DENT ELEM	3	3.6	3.8	3.3
	5	5.7	6.3	5.5
MARGARET BRENT MID	8	8.5	8.0	8.0
MECHANICSVILLE ELEM	3	2.7	2.6	2.6
	5	5.3	5.8	5.4
OAKVILLE ELEM	3	3.6	3.8	3.3
	5	5.1	5.3	5.3

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

ST. MARYS COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
PARK HALL ELEM	3	2.9	3.4	2.9
	5	5.8	6.2	5.5
PINEY POINT ELEM	3	3.3	3.1	3.3
	5	5.9	6.0	5.7
RIDGE ELEM	3	2.8	2.8	3.2
	5	5.5	5.9	5.4
SPRING RIDGE MID	8	8.8	8.8	8.3
TOWN CREEK ELEM	3	3.9	4.0	3.6
	5	7.2	8.0	6.3
WHITE MARSH ELEM	3	3.6	3.9	3.3
	5	5.3	5.6	5.2

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

SOMERSET COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.0	3.0	3.0
5	4.7	4.9	4.8
8	7.9	8.0	7.8

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

SOMERSET COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CRISFIELD ELEM	3	3.4	3.0	3.0
CRISFIELD SR	8	7.4	8.0	7.7
DEAL ISLAND SCHOOL	3	2.3		2.6
	5	4.0	4.7	4.8
	8	7.9	7.2	7.9
EWELL SCHOOL	3	3.2		3.3
	5	3.7	3.7	4.4
	8	7.9	8.4	8.0
GREENWOOD MID	5	4.7	4.9	4.8
MARION ELEM	3	3.1		3.0
	5	4.6	4.6	4.7
MT VERNON ELEM	3	3.5		3.2
	5	5.1	5.0	5.2
PRINCESS ANNE ELEM	3	3.4		3.0
TYLERTON ELEM	3	5.6		4.8
	5	8.0	9.1	7.5
WASHINGTON SR	8	8.0	8.2	7.9
WESTOVER ELEM	3	3.1		3.2
WOODSON MID	5	5.1	5.2	4.8

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

TALBOT COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.6	3.9	3.4
5	5.7	6.3	5.7
8	9.2	9.4	9.4

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

TALBOT COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
CORDOVA ELEM	3	3.2	3.8	3.4
GLENWOOD ELEM	3	3.5	3.7	3.4
	5	5.8	6.1	5.9
UPPER COUNTY	5	5.5	6.0	5.5
ST MICHAELS ELEM-MID	3	4.2	5.1	3.4
	5	6.6	8.0	6.4
	8	9.0	9.3	9.3
TILGHMAN ELEM	3	4.1	4.2	3.5
	5	5.9	8.0	5.8
EASTON MID	8	9.3	9.5	9.5
WHITE MARSH ELEM	3	3.1	3.3	3.1
	5	5.6	6.3	5.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WASHINGTON COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.4	3.4	3.2
5	5.8	6.4	5.4
8	8.4	8.6	8.7

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BESTER ELEM	3	2.8	2.6	2.9
	5	4.5	4.6	4.7
BOONSBORO ELEM	3	3.6	3.7	3.3
	5	6.2	7.1	5.9
BOONSBORO MID	8	9.1	9.7	9.2
CASCADE ELEM	3	3.4	3.4	3.2
	5	5.8	6.5	5.4
CLEAR SPRING ELEM	3	3.4	3.3	3.1
CLEAR SPRING MID	5	5.6	6.1	5.4
	8	8.4	8.1	8.0
CONOCOCHIEGUE ELEM	3	3.4	3.4	3.3
EMMA K DOUB ELEM	3	3.2	3.1	3.3
	5	6.0	6.5	5.5
E RUSSELL HICKS ELEM	8	8.0	8.4	8.0
FOUNTAINDALE ELEM	3	3.6	4.6	3.4
	5	6.6	7.8	5.9
FOUNTAIN ROCK ELEM	3	3.3	3.4	3.2
	5	5.1	5.0	5.1
FUNKSTOWN ELEM	3	3.9	4.5	3.4
	5	6.0	6.6	5.6
GREENBRIER ELEM	3	2.8	3.1	2.9
	5	5.4	6.4	5.5
HANCOCK ELEM	3	3.4	3.3	3.0
	5	5.6	5.8	5.1
HANCOCK MID SR	8	8.6	9.4	8.7

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
HICKORY ELEM	3	3.4	3.7	3.2
	5	5.5	5.0	5.0
KEEDYSVILLE ELEM	3	3.2	3.8	3.5
	5	6.5	7.1	6.4
LINCOLNSHIRE ELEM	3	3.7	3.8	3.3
	5	7.2	7.4	5.9
MAUGANSVILLE ELEM	3	3.4	3.3	3.3
	5	6.4	7.2	5.9
NORTHERN MID	8	9.1	8.8	9.1
OLD FORGE ELEM	3	3.9	4.5	3.3
	5	6.4	7.1	5.5
PANGBORN BLVD ELEM	3	3.8	4.1	3.3
	5	6.8	7.4	5.7
PARAMOUNT ELEM	3	4.0	4.3	3.6
	5	6.8	6.7	6.1
PLEASANT VALLEY ELEM	3	3.2	3.3	3.1
	5	5.4	5.5	5.3
POTOMAC HGTS ELEM	3	3.6	3.7	3.3
	5	4.7	5.0	5.2
PROJ OPPORT ALTER JR	8	4.1	4.1	5.7
SALEM AVENUE ELEM	3	3.1	3.2	3.0
SHARPSBURG ELEM	3	3.6	3.3	3.3
	5	6.0	6.0	5.6
SMITHSBURG ELEM	3	3.6	3.8	3.3
	5	5.4	6.6	5.3
SMITHSBURG MID	8	9.5	8.8	9.2
SPRINGFIELD MID	8	8.6	8.9	8.7

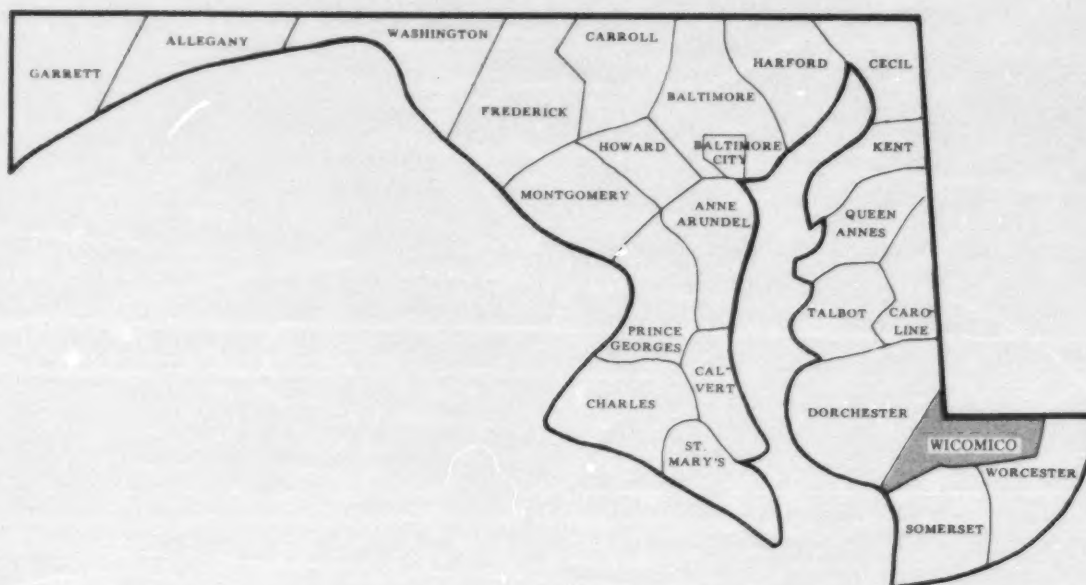
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

WASHINGTON COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SURREY ELEM	3	3.4	3.3	2.9
	5	6.0	6.5	5.4
WESTERN HGTS MID	5	5.3	5.7	5.4
	8	7.6	7.1	8.1
WILLIAMSPORT ELEM	3	3.2	3.3	2.7
	5	5.9	6.8	5.5
WINTER STREET ELEM	3	2.5	2.6	2.4
WOODLAND WAY ELEM	3	3.0	2.9	3.3
	5	4.6	4.7	4.9

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WICOMICO COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.5	3.5	3.1
5	6.0	6.5	5.4
8	8.9	8.7	8.3

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BEAVER RUN ELEM	3	3.6	3.6	2.9
	5	6.0	6.5	5.3
BENNETT JR	8	9.0	8.7	8.5
DELMAR ELEM	3	3.3	3.3	3.0
	5	5.6	6.2	5.3
EAST SALISBURY ELEM	3	3.3	3.2	2.9
	5	5.6	5.4	5.3
FRUITLAND ELEM	3	3.7	3.7	3.3
	5	6.5	6.7	5.5
GLEN AVENUE ELEM	3	3.5	3.7	3.1
	5	6.1	6.7	5.7
MARDELA JR SR	8	9.0	8.7	8.3
NORTH SALISBURY ELEM	3	3.4	3.2	3.0
	5	6.0	6.6	5.3
NORTHWESTERN ELEM	3	3.5	3.8	2.9
	5	6.3	6.3	5.2
PEMBERTON ELEM	3	3.2	3.7	3.2
	5	6.3	6.1	5.5
PINEHURST ELEM	3	3.5	3.4	3.3
	5	6.7	7.3	5.6
PITTSVILLE SCHOOL	3	3.5	3.7	3.2
	5	6.0	6.5	5.1
	8	8.7	8.8	8.1
PRINCE STREET ELEM	3	3.7	3.7	3.2
	5	5.8	6.4	5.4

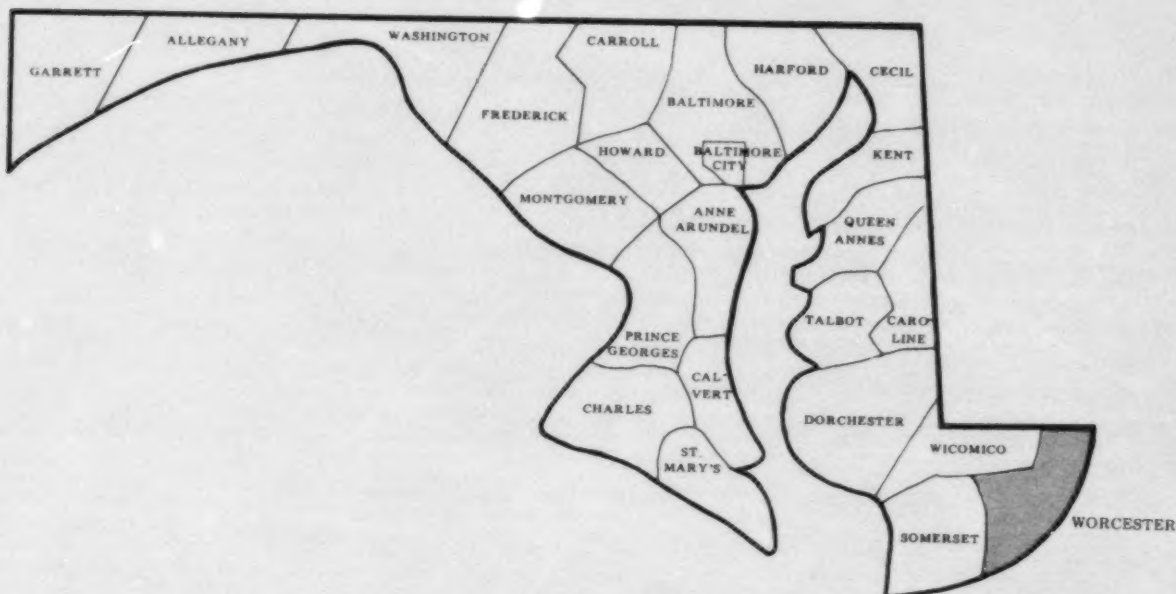
TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

WICOMICO COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
SHARPTOWN ELEM	3	3.7	4.0	3.4
	5	7.2	8.6	6.4
WESTSIDE ELEM	3	3.4	3.7	3.3
	5	5.4	5.4	5.2
WICOMICO JR	8	8.7	8.8	8.1
WILLARDS ELEM	3	3.8	3.9	3.4

2.2 LOCAL EDUCATION AGENCY ASSESSMENT INFORMATION

WORCESTER COUNTY



• Systemwide average G.E. scores for the CAT subtests are shown below, by grade level:

Grade level	CAT subtest		
	Reading comprehension	Language total	Mathematics total
3	3.4	3.4	3.2
5	5.6	6.0	5.3
8	8.4	8.3	8.0

• Table 1 presents school-by-school average grade equivalent (G.E.) scores for the required CAT subtests (reading comprehension, language total, and mathematics total), by grade level (3, 5, and 8).

TABLE 1. SCHOOL LEVEL -- 1980-81 SCHOOL AVERAGE GRADE
EQUIVALENT SCORES, BY SKILL AREA

WORCESTER COUNTY

SCHOOL NAME	GRADE	RDG COMP GE	LANG TOT GE	MATH TOT GE
BERLIN MID	8	8.8	8.7	8.3
BUCKINGHAM ELEM	3 5	3.2 4.7	3.1 4.7	3.3 4.9
OCEAN CITY ELEM	3 5	3.9 5.6	3.7 6.4	3.3 5.2
POCOMOKE ELEM	3	3.4	3.4	3.2
POCOMOKE MID	5 8	6.4 8.3	7.4 8.7	5.7 8.0
SHOWELL ELEM	3 5	3.6 5.7	3.3 6.0	3.2 5.3
SNOW HILL ELEM	3	3.3	3.5	3.0
SNOW HILL MID	5 8	5.6 7.8	5.5 7.3	5.4 7.7

CHAPTER 3

A REPORT OF PROGRESS IN SOME SPECIAL PROGRAM AREAS

3.1 Project Basic

Project Basic is Maryland's response to a state and national thrust to review education in terms of preparing students to apply skills to real life situations. Maryland's response came from the State Board of Education in a paper entitled The Mission of Schooling (January 1977). In this paper, the Board reaffirmed its responsibility for establishing statewide educational standards and stated its commitment to schooling that enables learners to develop behaviors basic to effective adulthood. The Board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. Also, the Board specified the development, by 1982, of competencies in these five areas as prerequisites for graduation. The five areas and their definitions are:

- Basic Skills -- All people must be able to read, write, and calculate.
- Survival Skills -- Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.
- World of Work -- Schooling should lead either to securing employment after graduation or to post-secondary education. All public school youth should be made aware, without racial or sexual bias, of the options and opportunities of the world of work.
- The Arts/Physical Education -- Schooling should help the student become involved in creative and healthful lifetime activities.

- Citizenship -- Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

In order to implement this Board action, the Maryland State Superintendent of Schools established the Project Basic Office. The staff of Project Basic is responsible for providing the leadership to coordinate the efforts of Maryland educators, students, and other citizens in four activities:

- Identify the basic competencies essential to effective living in each of the five areas of human activity;
- Design and develop instructional activities for these basic behaviors;
- Develop assessment measures to certify student acquisition of the specified competencies; and
- Coordinate the statewide implementation of minimal competencies as prerequisites to graduation.

In accomplishing these activities, the staff of Project Basic will employ the technology of competency-based education. This technology includes the process of stating each of the specified basic behaviors in the five areas of human activity as a competency (for example, "A student will read to elicit necessary information from home electric bills"). Instructional activities and assessment measures then will be developed and validated for the specified basic behavior.

The result of Project Basic will be a set of competencies that students in Maryland must develop and demonstrate in order to graduate. This process will allow educators to certify, through competency demonstrations, what they and the students were able to accomplish together during their public school experiences. To achieve this result, the Project Basic Office will complete five products:

- A compendium of Maryland-validated competencies declared in the five areas of human activity;
- A list of performance-related assessment tasks to measure the declared competencies;
- Instructional guides that describe school-based and community-based learning experiences for achieving the declared competencies;
- An inservice program to assist local school systems in implementing competency-based requirements for graduation; and
- A procedure for continuously reviewing and updating the declared competencies.

In summary, Project Basic is a major effort to advance public education in Maryland by establishing a minimum set of competency requirements for graduation. Students will be required to demonstrate these competencies through performance-related assessment tasks as part of their learning experience. This process will enable students to develop competencies in the five areas of human activity specified by the State Board of Education (basic skills, survival, world of work, the arts/physical education, and citizenship).

3.2 Mandate for Special Education Program Monitoring and Evaluation

P.L. 94-142 requires that the state education agency (SEA) evaluate the effectiveness of local education agency (LEA) programs and state operated programs (SOP) in meeting the needs of handicapped children. The regulations state:

Each state education agency shall:

1. Undertake monitoring and evaluation activities to ensure compliance of all public agencies within the state with the requirements of Subparts C, D, and E.
2. Develop procedures (including specific timelines) for monitoring and evaluating public agencies involved in the education of handicapped children. These procedures must include:
 - a. Collection of data and reports,
 - b. Conduct of onsite visits,
 - c. Audit of federal fund utilization, and
 - d. Comparison of a sampling of individualized education programs with the programs actually provided.

In addition, Maryland law requires the SEA to monitor all special education programs. These requirements are found in COMAR 13A.05.01, "Programs for Handicapped Children," which states:

The State Superintendent of Schools shall be responsible for the development of policies and procedures for monitoring and evaluation activities which insure compliance of all public agencies within the State with the requirements of these regulations and State and Federal Legislation. These procedures shall also provide for the evaluation of the effectiveness of the individualized education programs. (13A.05.01.03E)

In response to these mandates, a systematic and comprehensive monitoring and evaluation system has been developed by the Maryland State Department of Education. The site visit is one facet of this overall system. The purposes of the monitoring and evaluation site visit are:

1. To determine the degree of local and state compliance with the policies, standards, and guidelines set forth in the local and state annual program plans;

2. To determine the areas of either recommended or required change in the programs of special education and related services provided to handicapped children within the 24 local education agencies and the state operated programs, in order to provide a basis for both technical assistance and personnel development;
3. To provide performance data to be used in the ongoing planning and quality improvement of special education programs in the 24 LEAs and state operated programs; and
4. To determine the service delivery systems which provide the most effective services at the least cost.

The monitoring and evaluation system covers 21 areas that are related to P.L. 94-142, COMAR 13A.05.01, and other federal and state regulations. These 21 areas are:

- . Child identification
- . Confidentiality
- . Full educational opportunities
- . Facilities, personnel, and service
- . Personnel development
- . Parent involvement
- . Participation in regular education
- . Public control of funds
- . Excess cost
- . Nonsupplanting of funds
- . Comparable services
- . Information (reports)
- . Records

- Public participation
- Individualized education program
- Policies consistent with statutes
- Nondiscrimination
- Procedural safeguards
- Nonpublic education
- Vocational and career education
- Priorities

APPENDIX A

PUBLIC SCHOOL LAWS OF MARYLAND

§ 7-203, EDUCATION ACCOUNTABILITY PROGRAM¹

- (a) Program established. - The State Board, the State Superintendent, each county board, and each public school shall implement a program of education accountability for the operation and management of the public schools.
- (b) Contents of Program. - The education accountability program shall include the following:
 - (1) The State Board and the State Superintendent shall assist each county board to establish educational goals and objectives that conform with statewide educational objectives for subject areas including reading, writing, and mathematics;
 - (2) With the assistance of its county board, each public school shall survey current student achievement in reading, language, mathematics, and other areas to assess its needs;
 - (3) Each public school shall establish as the basis for its assessment of its needs, project goals and objectives that are in keeping with the goals and objectives established by its county board and the State Board;
 - (4) With the assistance of its county board, the State Board, and the State Superintendent, each public school shall develop programs to meet its needs on the basis of the priorities it sets;
 - (5) Evaluation programs shall be developed at the same time to determine if the goals and objectives are being met; and
 - (6) A reevaluation of programs, goals, and objectives shall be undertaken regularly.
- (c) Standardized testing not the only measurement. - National standardized testing may not be the only measure for evaluating educational accountability.

¹This section formerly appeared as Article 77, § 28A, Maryland Public School Laws.

- (d) Assistance from Department. - The Department shall assist each county board to establish an education accountability program by providing:
- (1) Guidelines for development and implementation of the program by the county boards; and
 - (2) Assistance and coordination where it is needed and requested by the county boards.
- (e) Annual report. - The State Superintendent shall send the Governor and the General Assembly a report each January that includes:
- (1) Documentation of the progress of the Department, the county boards, and each public school in this State towards their respective goals and objectives; and
 - (2) Recommendations for legislation that the State Board and the State Superintendent consider necessary to improve the quality of education in this State.
- (f) Funding. - On the recommendation of the State Superintendent, the State Board shall include in its annual budget request the funds it considers necessary to carry out the provisions of this section. (An. Code 1957, Art. 77 § 28A; 1978, Ch. 22, § 2.)

APPENDIX B

MARYLAND STATE BOARD OF EDUCATION
RESOLUTION ON ASSESSMENT PROGRAM

September 26, 1979

Resolution 1979-46

Re: Maryland State Department
of Education Assessment
Program for Students

WHEREAS, the paper, "Maryland State Department of Education Assessment Program," gives direction to student assessment for the next six years.

WHEREAS, the direction makes assessment an integral part of instruction through a design of maximum teaching and minimum testing time; now, therefore, be it

RESOLVED, that the paper, "Maryland State Department of Education Assessment Program," be adopted as the direction for student assessment in Maryland. The paper outlines several unresolved issues for further study and appropriate action by the State Board of Education such as: special populations, placement of early life skills, certification procedures for the arts/physical education, and schedule for graduation prerequisites.

RESOLVED, that the purposes for statewide assessment are:

1. To provide local systems with diagnostic information about the effectiveness for students of selected parts of their instructional programs;
2. To certify student acquisition of graduation prerequisites in Basic Skills (reading, mathematics, writing) and Life Skills (citizenship, work, survival); and
3. To certify student participation in instructional programs encompassing graduation prerequisites in the Arts/Physical Education.

RESOLVED, that the Maryland State Department of Education Assessment Schedules for 1979-80 and 1980-81 school years be adopted.

RESOLVED, that the Maryland State Department of Education Reporting Schedule beginning in 1979-80 school year be adopted.

RESOLVED, that the norm-referenced test for the State beginning in the 1980-81 school year be the California Achievement Tests, Forms C and D as published by CTB/McGraw Hill and copyrighted 1977, 1978.

RESOLVED, that the State Board of Education direct the Maryland State Department of Education to proceed on the issues of Special Populations and Graduation Prerequisite Schedule.

RESOLVED, that during the transition period the Maryland State Department of Education will develop a table of "translation" values between the current and new tests in order to continue baseline data.

APPENDIX C

STATEWIDE GOALS IN READING, WRITING, AND MATHEMATICS¹

Students in the public school systems of Maryland, upon completion of programs in reading, writing, and mathematics established by the local school, should achieve at least a minimum level of skills, and should be able to use these skills in everyday life. The established goals in each of these three areas are described below.

Goals in Reading

Each Maryland student, who has achieved the objectives for reading established by the local school, should:

1. UTILIZE A VARIETY OF READING MATERIALS

In this goal, a student identifies his own purposes for using reading materials, and from a wide variety of available materials, selects those which are suitable in level of difficulty and in content. Such materials include both print (e.g., books, newspapers, periodicals, vertical files, documents) and nonprint (e.g., films, records, transparencies, maps, globes, charts).

2. USE OF WORD RECOGNITION SYSTEM

The achievement of this goal enables a student to perform two tasks which are basic to success in reading. First, he knows and can apply a system for recognizing unfamiliar words. Secondly, he can instantaneously and simultaneously pronounce words and determine their meaning in a particular context. Such a system includes the use of the necessary picture, context, structural, phonic, and authority (i.e., glossary, dictionary) clues.

3. COMPREHEND VARIOUS READING MATERIALS

To accomplish this goal, the student must think literally, critically, and creatively about the

¹Approved by the Maryland State Board of Education, June 20, 1973.

intent of the communication. Thus, the student must develop a method for using the pattern of thought in the message in order to understand the meaning and to draw inferences. In this process, he uses his own experiences and knowledge about the content to ask a variety of questions and to find suitable answers to these.

4. MEET THE READING DEMANDS FOR FUNCTIONING IN SOCIETY

This goal prepares the student to survive in society by helping him to cope with everyday reading experiences, (i.e., following directions, locating references, gaining information, understanding forms, and attaining personal development). Since it establishes minimum performance levels for students, this goal is of prime importance.

5. SELECT READING AS A PERSONAL ACTIVITY

The essence of this goal is the student's personal enjoyment and appreciation of the reading process whereby he can and does read. The development of such a positive attitude must not be left to chance, but instead it must include the continuous building of reading interest, desire, and habit as an integral part of all reading instruction throughout the state.

Goals in Writing

Each Maryland student, who has achieved the objectives for writing established by the local school, should:

1. USE THE WRITING PROCESS TO COMMUNICATE PERSONAL FEELINGS AND IDEAS, OBSERVING ACCEPTED CONVENTIONS OF WRITING

The essential feature of this goal is free expression. The student has something personal he wants to express for his own use or to communicate to others. Accepted conventions of writing include items like spelling, grammar, usage, and sentence structure, which are generally accepted as correct by society.

2. USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND OBLIGATIONS OF SOCIETY, OBSERVING ACCEPTED CONVENTIONS OF SOCIETY

In this goal, the student responds because he has been asked to write or because he finds himself in a situation that requires him to write. This would include social correspondence, business transactions, and scholastic writing. Organization, development, and form of writing would be important as well as the mechanics of writing.

3. VALUE WRITING FOR PERSONAL AND SOCIAL REASONS

This goal focuses upon attitudes about writing and upon typical writing behavior. The student recognizes the value of writing in his own daily life and for society in general, is willing to write in response to impulse or requirement, and gets satisfaction from writing something well.

Goals in Mathematics

Each Maryland student, who has achieved the objectives for mathematics established by the local school, should:

1. RECALL AND/OR RECOGNIZE MATHEMATICAL DEFINITIONS, FACTS, AND SYMBOLS

These are the simplest of mathematical tasks but are an essential aspect of achievement. The level of difficulty in this category will depend more on exposure to the material and on memory than on developed skill.

2. PERFORM MATHEMATICAL MANIPULATIONS

The tasks in this category require the individual to carry out single operations and procedures (or sequences of these) that have been previously learned and are specifically requested. Such tasks will require developed skill but will not require any decision as to which process or sequence of processes is needed (e.g., algorithm). It is in this category that all straightforward computation is included from simple addition to operations with complex numbers; it also includes solution of equations, evaluation of functions,

etc. In any case the tasks the individual is required to perform involve only the rote application of learned techniques.

3. UNDERSTAND MATHEMATICAL CONCEPTS AND PROCESSES

In this category the individual will perform tasks which include the following possible kinds of translations within a mathematical context:

- Verbal to mathematical (e.g., words to symbols)
- Mathematical to verbal (e.g., symbols to words)
- Mathematical to mathematical (e.g., translating from one kind of representation to another like an equation to a graph of the equation)
- Mathematical to physical (e.g., use of charts to explain fractions)
- Physical to mathematical (e.g., developing formulas for physical phenomena)
- Verbal to verbal (e.g., explanation)

4. SOLVE SPECIFIC MATHEMATICAL PROBLEMS

This goal requires the individual to demonstrate the ability to select knowledge, skills, information, and techniques needed to solve a particular problem and to apply such ability in actually solving the problem.

Included will be tasks ranging from routine to unfamiliar, from specific to abstract, and from those whose solutions are straightforward to those which require ingenuity and insight.

Included will be much of the consumer mathematics used by the majority of adults. Also included will be the ability to follow a proof, find a flaw in a proof, and construct a deductive proof (as in a geometry problem).

The common characteristic of tasks in this category will be that they require the individual to analyze a problem and determine a sequence of steps which

will lead to a clearly specified outcome (whether the outcome is finding the cost of a purchase or proving a theorem).

5. USE MATHEMATICAL REASONING AND PROCESSES TO MEET PERSONAL AND SOCIETAL NEEDS

The category is a combination of those mathematical abilities which are open-ended and those which require the use of mathematical techniques and patterns of thought in an independent and constructive way.

Tasks in this category require the ability to transfer and utilize knowledge in new situations, to recognize patterns, to draw conclusions from given data, to plan for the future on the basis of present information, and to use mathematical reasoning to make optimum decisions.

Tasks in this category also require the ability to recognize the existence of a problem, to state it formally, to formulate hypotheses, and to ascertain if the problem has a unique solution. Making judgments about the sufficiency of conditions and the determination of the minimum conditions necessary for proof, the disproof of the hypotheses by counterexample, and proof by induction all come under this heading.

6. APPRECIATE AND USE MATHEMATICS

A. RECOGNIZE THE IMPORTANCE AND RELEVANCE OF MATHEMATICS TO THE INDIVIDUAL AND TO SOCIETY.

This goal does not necessarily involve enjoyment of mathematics or participation in the development of ideas, but rather it focuses on the acceptance of mathematics -- i.e., the individual recognizes that mathematics is necessary whether or not he uses it or enjoys studying it. For example, the individual should recognize the contribution that mathematics has made to the progress of civilization, especially in the sciences. There should also be appreciation of the elegance, economy, and techniques of mathematics.

B. ENJOY MATHEMATICS.

Emphasis should be placed on the enjoyment involved in acquiring a knowledge of mathematics and in the satisfaction gained from using it rather than on the amount that is learned. Similarly, it is hoped that the individual would not dislike or fear mathematics.

C. USE THE CONTENT AND THE TECHNIQUES OF MATHEMATICS.

When the mathematics is relevant and appropriate, individuals should use what they have learned.

D. PARTICIPATE IN THE LEARNING OF MATHEMATICS BEYOND THAT WHICH IS MERELY REQUIRED AND ACTIVELY SEEK TO FURTHER PERSONAL DEVELOPMENT IN THE AREA OF MATHEMATICS.

The goal relates to the individual's development of a curiosity about mathematics as well as a readiness to engage in activities in this area (i.e., independent of school and/or job assignments). In contrast to the objectives in other categories, independent action rather than reaction is stressed. This goal emphasizes that the individual should actively seek participation and further development of his skills in mathematics. This is opposed to merely passing judgment or using the principles learned when this was required.

APPENDIX D

INSTRUMENTS USED TO MEASURE ACADEMIC ACHIEVEMENT

1. Introduction

A nationally standardized measurement instrument was the source of data collected on student achievement in Maryland. The California Achievement Tests (CAT), Form C, 1977 edition, was selected to assess academic achievement.

The CAT was administered to all Maryland public school children in grades 3, 5, and 8 during the period of October 20 to November 21, 1980.

The academic achievement data presented in the tables of this report are based on the average score made by a grade in a school. No data on individual students or individual classrooms are published. Each local school system collected its own data on individual students and classrooms in relation to its own needs for program or pupil appraisal and diagnosis.

2. Description of Instruments Used

2.1 California Achievement Tests (CAT)

The following subtests of the CAT were selected for use as indicators of academic achievement. The brief descriptions that follow give a general indication of the skills required for success on each test.

• Reading Skills

Reading comprehension. Reading comprehension in CAT C has been divided into literal, interpretive, and critical comprehension.

1. Literal comprehension requires students to understand what is actually stated in a passage.

2. Interpretive comprehension requires students to think inferentially and to understand what is implied in a passage.

3. Critical comprehension requires students to evaluate and make judgments about material they read.

• Language Skills

Language, whether written or spoken, is our most effective means of communication. The language tests of CAT C are based primarily on current programs of traditional grammar. The emphasis is on how language is used rather than on terminology.

The language area was divided into two tests to distinguish between the mechanical aspects of writing and the actual expression of ideas or points. Language Mechanics deals with the problems of capitalization and punctuation, the mechanics needed to clarify written material. Language Expression tests word usage, sentence structure, and paragraph organization and development.

Language Mechanics. This test is concerned with the students' ability to capitalize and punctuate. Items for the lower level tests involve the simplest rules of capitalization (i.e., proper nouns) and punctuation (i.e., period, exclamation point). More difficult rules are covered in the items concerning such things as capitalization of proper adjectives and use of quotation marks, colons, and semicolons.

Language Expression. This test is concerned with students' abilities to apply their knowledge of language in their written work. All items were designed to measure students' understanding of skills closely related to effective written expression. A variety of items are included to test

word usage and understanding of sentence structure and paragraph organization. None of the items in this test requires the student to define terms or to explain rules.

- Mathematics Skills

The stress in mathematics today is on teaching skills and concepts that can be successfully applied to the tasks of daily living.

The mathematics tests in the California Achievement Tests, Forms C and D, cover computation skills, concepts, and their applications. The emphasis is on material that is relevant to today's world.

Mathematics Computation. CAT C and D contain a sampling of computation skills commonly taught and understood at each grade level. Depending on the level of the test, there are items covering addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, decimals, and algebraic expressions.

Mathematics Concepts and Applications. The Concepts and Applications tests include a sampling from a wide range of mathematics skills. The emphasis in these tests is on concepts rather than on isolated facts.

The achievement test scores are expressed by G.E. (grade equivalent) scores. The first digit represents the grade and the second digit the month within the grade. A G.E. of 5.7 would be read fifth grade, seventh month.

APPENDIX E

EQUATING CALIFORNIA ACHIEVEMENT TESTS GRADE EQUIVALENT (G.E.) SCORES IN READING COMPREHENSION AND MATHEMATICS WITH IOWA TESTS OF BASIC SKILLS G.E. SCORES, GRADES 3 AND 5

The Maryland State Department of Education conducted a study to determine what the Iowa Tests of Basic Skills (ITBS) scores would have been if the ITBS had been given rather than the California Achievement Tests during the fall of 1980. This Equating Study, as it is called, allows us to assess the change in grade equivalents resulting from a change in the testing instrument. Tables E-1 and E-2 may be used to convert CAT scores to ITBS scores.

Only the reading comprehension and mathematics scores are equated. The language tests for the CAT and the ITBS differ substantially in content; therefore, no conversion of these G.E. scores has been made.

The following information should help the reader to better understand and use these tables:

1. To equate the CAT and the ITBS the method of equipercentile equating was used. (This is not a regression method.) Briefly, this technique involves finding the percentile rank of each student's grade equivalent score for the CAT and the ITBS. Then the grade equivalent scores with the same percentile rank are considered equal. Hence, the tables present grade equivalents of the CAT and ITBS that were at the same percentile rank in the sample used in the study.

2. Various descriptive statistics on the study are presented in the following table. This table shows how the students across the state compared on the two tests:

Subtests and grade level	CAT			ITBS		
	Number	Mean G.E.	Standard deviation	Number	Mean G.E.	Standard deviation
Reading comprehension						
Grade 3	900	3.8	15.05	900	3.8	12.9
Grade 5	926	6.1	24.0	926	5.3	14.3
Mathematics						
Grade 3	771	3.4	10.2	771	3.5	10.0
Grade 5	845	5.7	14.8	845	5.3	12.9

As this table indicates, students did better, on the average, in grade 5 reading comprehension and math; this occurred because of the higher "ceiling" on the CAT grade equivalent scale.

3. The way to interpret Tables E-1 and E-2 is as follows: Let's say in the fall a student received a grade equivalent score on the CAT reading comprehension test of 3.3. In order to estimate what the student's score would have been had he or she taken the ITBS rather than the CAT, use Table E-1. From this table we see that the student's ITBS grade equivalent score is estimated to be 3.4. This same procedure should be followed for school and district means, as well as for individual student scores.

TABLE E-1. MARYLAND THIRD GRADE CAT GRADE EQUIVALENT (G.E.)
 SCORES EQUATED TO ITBS G.E. SCORES: READING COMPRE-
 HENSION AND MATHEMATICS

Grade 3: Reading comprehension

CAT → ITBS		CAT → ITBS		CAT → ITBS		CAT → ITBS	
1.4	1.3	2.4	2.5	3.4	3.5	4.4	4.5
1.5	1.4	2.5	2.6	3.5	3.6	4.5	4.5
1.6	1.6	2.6	2.7	3.6	3.7	4.6	4.6
1.7	1.8	2.7	2.8	3.7	3.8	4.7	4.6
1.8	1.9	2.8	3.0	3.8	3.8	4.8	4.7
1.9	2.0	2.9	3.1	3.9	3.9	4.9	4.9
2.0	2.1	3.0	3.2	4.0	4.0	5.0	5.0
2.1	2.2	3.1	3.3	4.1	4.1		
2.2	2.2	3.2	3.3	4.2	4.1		
2.3	2.3	3.3	3.4	4.3	4.4		

Grade 3: Mathematics

CAT → ITBS		CAT → ITBS		CAT → ITBS		CAT → ITBS	
1.3	1.4	2.7	2.7	4.1	4.3	5.5	5.4
1.4	1.5	2.8	2.8	4.2	4.4	5.6	5.5
1.5	1.6	2.9	2.9	4.3	4.5	5.7	5.5
1.6	1.7	3.0	3.0	4.4	4.6	5.8	5.5
1.7	1.8	3.1	3.1	4.5	4.7	5.9	5.6
1.8	1.9	3.2	3.2	4.6	4.8	6.0	5.7
1.9	2.0	3.3	3.3	4.7	4.9	6.1	5.7
2.0	2.1	3.4	3.4	4.8	5.0	6.2	5.8
2.1	2.2	3.5	3.6	4.9	5.1	6.3	5.8
2.2	2.3	3.6	3.8	5.0	5.2	6.4	5.9
2.3	2.4	3.7	3.9	5.1	5.2	6.5	6.0
2.4	2.5	3.8	4.0	5.2	5.3	6.6	6.0
2.5	2.6	3.9	4.1	5.3	5.3		
2.6	2.7	4.0	4.2	5.4	5.4		

TABLE E-2. MARYLAND FIFTH GRADE CAT GRADE EQUIVALENT (G.E.)
SCORES EQUATED TO ITBS G.E. SCORES: READING COM-
PREHENSION AND MATHEMATICS

Grade 5: Reading comprehension

CAT → ITBS		CAT → ITBS		CAT → ITBS	
1.4	2.1	3.7	3.7	6.0	5.5
1.5	2.2	3.8	3.8	6.1	5.5
1.6	2.2	3.9	4.0	6.2	5.6
1.7	2.3	4.0	4.2	6.3	5.6
1.8	2.3	4.1	4.2	6.4	5.7
1.9	2.4	4.2	4.2	6.5	5.7
2.0	2.6	4.3	4.3	6.6	5.3
2.1	2.6	4.4	4.4	6.7	5.8
2.2	2.6	4.5	4.4	6.8	5.9
2.3	2.7	4.6	4.6	6.9	5.9
2.4	2.8	4.7	4.7	7.0	5.9
2.5	2.9	4.8	4.8	7.1	5.9
2.6	3.0	4.9	4.8	7.2	6.1
2.7	3.0	5.0	4.9	7.3	6.2
2.8	3.1	5.1	4.9	7.4	6.2
2.9	3.2	5.2	5.0	7.5	6.2
3.0	3.2	5.3	5.1	7.6	6.3
3.1	3.2	5.4	5.2	7.7	6.3
3.2	3.3	5.5	5.2	7.8	6.3
3.3	3.4	5.6	5.3	7.9	6.4
3.4	3.4	5.7	5.3	8.0	6.5
3.5	3.5	5.8	5.3	8.1	6.6
3.6	3.6	5.9	5.4	8.2	6.7

TABLE E-2. MARYLAND FIFTH GRADE CAT GRADE EQUIVALENT (G.E.)
SCORES EQUATED TO ITBS G.E. SCORES: READING COM-
PREHENSION AND MATHEMATICS (Continued)

Grade 5: Mathematics

CAT → ITBS		CAT → ITBS		CAT → ITBS	
2.9	2.8	4.9	4.7	6.9	6.4
3.0	2.9	5.0	4.7	7.0	6.5
3.1	3.1	5.1	4.8	7.1	6.5
3.2	3.1	5.2	4.8	7.2	6.6
3.3	3.3	5.3	5.0	7.3	6.7
3.4	3.4	5.4	5.1	7.4	6.8
3.5	3.4	5.5	5.2	7.5	6.9
3.6	3.5	5.6	5.2	7.6	7.1
3.7	3.6	5.7	5.4	7.7	7.3
3.8	3.7	5.8	5.5	7.8	7.3
3.9	3.7	5.9	5.5	7.9	7.4
4.0	3.8	6.0	5.6	8.0	7.6
4.1	3.8	6.1	5.7	8.1	7.8
4.2	3.9	6.2	5.7	8.2	7.8
4.3	3.9	6.3	5.8	8.3	7.9
4.4	4.1	6.4	5.9	8.4	7.9
4.5	4.2	6.5	6.0	8.5	8.0
4.6	4.4	6.6	6.1	8.6	8.1
4.7	4.5	6.7	6.2		
4.8	4.6	6.8	6.3		